

**IMPACT EVALUATION OF SKILL ACQUISITION AND
ENTREPRENEURIAL DEVELOPMENT TRAINING PROGRAMMES IN
ONDO STATE, NIGERIA**

BY

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DEDICATION

This thesis is dedicated to my parents, Pa S.B.O Erinsakin and Mrs Erinsakin Modupe Mary for laying my feet on the path of education.

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ABSTRACT

The Ondo State government established two programmes in 1999 under two different ministries with the view of providing the people with entrepreneurial and vocational skills that would engender creativity, innovativeness and productivity. Extant literature on the effectiveness and success of these programmes has been self-reporting without any empirical validation. This study, therefore, was carried out on the impact evaluation of the skill acquisition (SATP) and entrepreneurial development training programmes (EDTP) between 1999 to 2009 in Ondo State, Nigeria.

The descriptive survey research and Kirkpatrick training evaluation model (KTEM) were adopted. A combination of purposive stratified and proportional sampling techniques were used to select 1080 participants: 720 current trainees and 360 graduates of the two training programmes. Two instruments were used: Skill Acquisition Training Questionnaire ($r=0.86$) and Entrepreneurial Development Training Programme Scale ($r=0.79$). These were complemented with 18 sessions each of Focus Group Discussion and indepth interview respectively with trainees and instructors respectively. Eight hypotheses were tested at $p<0.05$ level of significance. Data were subjected to chi-square, Pearson's product moment correlation, t-test and content analysis.

Skill acquisition ($\chi^2=78.12$), and entrepreneurial development ($\chi^2=56.40$) training programmes impacted positively on the beneficiaries. The SATP ($r=0.37$) had low positive correlations with encouragement of adoption of local technology while EDTP did not. Both SATP ($r=0.27$) and EDTP ($r=0.24$) correlated positively with enhancement of peace and stability. The SATP ($r=0.59$) stimulated the interest of the youths in vocational trades than EDTP ($r=0.28$). The EDTP ($r=0.24$) provided more encouragement for productive entrepreneurial and acquisition of small business management skills than SATP ($r=0.58$). Both SATP ($r=0.24$) and EDTP ($r=0.24$) provided positive encouragements for self-employment for self-reliance among trainees. The two programmes fairly impacted on the beneficiaries majorly because of low awareness, inaccessibility, poor funding and politicizing of the programmes. Further, the general effectiveness level of the programmes based on KTEM revealed that: SATP was very positive (61.0%) to participants' reactions to the training programme while EDTP was positive (48.0%). On increase in knowledge and skill, SATP was very positive (67.0%) while ADTP was below average (43.0%). Both programmes were relatively positive on the participants: application of acquired knowledge and skills. Also, SATP was fairly positive (53.0%) while ADTP was positive: Tangible results of training: SATP was fairly positive (59.0%), while ADTP was very positive (40.0%); on the investment return on training, SATP was very positive (66.0%) while EDTP was positive (40.0%). Participants perceived that the training programmes had challenges of accessibility, poor funding, unconducive environment and political maneuverings.

Skill acquisition and entrepreneurial development training programmes impacted not too positively on the beneficiaries. There is the need to make skill acquisition and entrepreneurial development training programmes more accessible to the citizens.

Keywords: Vocational skill acquisition, Entrepreneurial development, Innovativeness and productivity

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ABBREVIATIONS AND ACRONYMS

CBN	Central Bank of Nigeria
CEI	Centre for Entrepreneurship and Innovation
CRP	Cassava Revolution Programme
DFRRI	Directorate for Road and Rural Infrastructures
EDTP	Entrepreneurial Development Training Programme
FEAP	Family Economic Advancement Programme
FDI	Foreign Direct Investment
FGDs	Focus Group Discussions
FRN	Federal Republic of Nigeria
GDP	Gross Domestic Product
GCF	Gross Capital Formation
HPI	Human Poverty Index
ICT	Information Communication Technology
ILO	International Labour Organisation
LDC	Less Developed Countries
LGAs	Local Government Areas
MAN	Manufacturer Association of Nigeria
MDGs	Millennium Development Goals
NALDA	National Agriculture Land Development Authority
NAPEC	National Poverty Eradication Council
NASSI	National Association of Small Scale Industries
NBS	National Bureau of Statistics
NBTE	National Board for Technical Education
NDE	National Directorate of Employment
NECA	Nigeria Employer Consultative Association
NEEDS	National Economic Empowerment Development Strategies
NERFUND	National Economic Reconstruction Fund
NISER	Nigerian Institute of Social Economic Recovery
NGOs	Non- Governmental Organisations
NPEP	National Poverty Eradication Programmes
NYSC	National Youths Service Corps
ODSEEDs	Ondo State Economic Empowerment Development Strategies.

ODSG	Ondo State Government
OFN	Operation Feed the Nation
PPMCC	Pearson Product Moment Correlation Coefficient
OSOPADEC	Ondo State Oil Producing Area Development Commission
PBN	Peoples' Bank of Nigeria
PEI	Programme for Entrepreneurship and Innovation
PTF	Petroleum Trust Fund
SAEP	Sunshine Agro-Empowerment Programme
SAERD	Sustainable Agriculture Environment and Rural Development
SAP	Structural Adjustment Programme.
SAEDTP	Skill Acquisition and Entrepreneurial Development Training Programmes
SATP	Skill Acquisition Training Programme
SES	Small Enterprises Scheme
SMEs	Small and Medium Enterprises
UNDP	United Nations Development Programme.
UNESCO	United Nations Educational Scientific and Cultural Organisation.
UNO	United Nations Organization
UPE	Universal Primary Education
VTE	Vocational and Technical Education
VTQ	Vocational Training Questionnaire
WHO	World Health Organization.
YES	Youths' Empowerment Programmes
YIAP	Youths' in Agricultural Programme

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It is truism that poverty is a global phenomenon, predominant in Africa, Latin America and Asia (Okafor, 2011). Ogwumike (2002) notes that poverty is a situation, where a household or an individual is unable to meet the basic necessities of life, which include; consumable and inconsumable items considered as minimum requirements to sustain livelihood. Nigerian Institute of Social and Economic Research (2003) maintains that, millions of Nigerians have no access to productive employment. Mankind (2002) observes that income profile of many Nigerians is very low, given that there are no adequate provision of essential services and infrastructures in the urban and rural areas, coupled with lack of basic human needs, such as, food, shelter and clothing, fundamental to live a comfortable, decent and fulfilled life. Ihonbare (2003 and 2008) contends that, many Nigerians are living in destitution and begging for alms is a popular means of surviving. NISER (2003) states that, the economic and industrial growth of the country is at a low level and very unpalatable.

Adeoti (2001) stresses that, poverty in Nigeria is accentuated by technological backwardness of the country and lack of job opportunities. The picture of poverty painted above clearly depicts the poverty situation in Nigeria. World Bank (2014) notes that the country is one of the top five nations that have the largest number of poor in the world. Hence, National Bureau of Statistics (NBS) put the population of Nigerians in poverty at about 112 million, representing about 67 per cent of the country million population.

The poverty status in Nigeria has attracted the attention of the Nigerian Governments, International Communities, Non- Governmental Organisations (NGOs) like; World Health Organization (WHO), World Bank (WB), United Nations Education, Cultural and Scientific Organization (UNESCO) and International Labour Organisation (ILO). In an attempt to halt poverty in Nigeria, several economic policies and programmes had been implemented by different successive governments; civilian and military, alike. Yet, poverty prevails. A situation partly attributed to lack of skill acquisition and entrepreneurial development training programmes (Roach, 1999).

In an attempt to alleviate poverty, reduce unemployment and curb other socio-economic related problems in Nigeria, several poverty alleviation programmes have been put in place by governments at all levels. Some of the programmes are: capacity building in skills acquisition, rural infrastructure development scheme, social welfare service scheme,

mandatory attachment programme, credit delivery scheme, and so on. However, the implementation of these programmes have been ineffective (NISER, 2003 & 2010). This is because the programmes have been plagued and bedeviled by several militating factors, which include; policy inconstitience, bad governance, over - politicization, corruption and diversification of funds, lack of logistics for proper monitoring and evaluation, lack of mechanisms in various programmes to ensure its sustainability, poor funding and hosts (NISER, 2003).

Roach (1999) maintains that, acquiring entrepreneurial skills would engender in individuals the skills, which will enable one to develop new and innovative plans. Chijoke (2010) posits that entrepreneurial development training programme would result to creating self- employment opportunities, curb some of the socio-economic problems, revamp and improve the nation's economy.

In the same vein, Ekwurudjakpor (2008) stresses, that entrepreneurial development training programme would give the needed practical skills for self employment for self-reliance. Corroborating this, the studies of (Poikkijoki and Akpomi 2008; Adejimo & Olufunmilayo, 2009) have identified entrepreneurial development training programme as panacea to high level of unemployment, corruption, social-vices, poor economy and industrial backwardness in every society, including; Nigeria. Therefore, it can be deduced that entrepreneurial development training programme is an impetus to self employment, poverty alleviation, promotion of development of cottage industries, enhancement of social - peace and stability and self employment for self -reliance.

Akpomi (2009) argues that entrepreneurial development training programme is necessary to curtail the poverty situation in Nigeria. He further maintained that, there is need for re-orientation towards inculcating entrepreneurship values capable of enhancing the competencies for self-reliance, improved economy, youth empowerment and poverty reduction. Osuagwu (2002 and 2006) posits that entrepreneurial development training programme will induce even and rapid economic development in the country. They stress that, it is a catalyst to wealth creation; offers orientation in the development of entrepreneurship skill and effective and efficient application of the skills in business management. It also has potentials to inform people about the world of business, creating employment opportunities and making people become employers of labour.

Osuawgu (2002) maintains that the unimpressive Nigeria's economy could only be resuscitated and revived, through entrepreneurial development training programme. Further, he opined, that the programme is important to the development of nations' economy like,

Nigeria. Roach (1999) posits, that the galling and dangling state of Nigeria's economy could be improved, through entrepreneurial development training programme. Corroborating this, Paul (1989) notes that the programme has capacity to reduce poverty, stimulate capacity building in entrepreneurship, enhance economic growth and development of the country, Nigeria.

Similarly, skills acquisition programme is seeing to have the same capability and potential of providing people with vocational skills which would make individuals in the society to be a productive labourer and engender creative and innovative ideas, which would foster economic growth. Dike (2002) opines, that vocational skill acquisition would improve productivity, and thereby advancing workers' values (wages, salaries and benefits) and create job opportunities for Nigerians. National Directorate for Employment (1996) maintains, that vocational skill acquisition programme would improve technological growth and reduce unemployment substantially in Nigeria. Further, that skill acquisition programme is cardinal to the economic growth of any country and that, it could enhance entrepreneurship culture among the people, which would eventually promote self employment for self-reliance (Ondo State Government, 2008).

Given the advantages of these programmes, in terms of its potentials to alleviate poverty, reduce the unemployment level, curb social vices, promote self employment for self-reliance, economically, strengthening the economic status of the state, promoting industrial growth and development of the state and that of the nation at large, many states in Nigeria, Ondo State, inclusive resorted to implement these programmes.

Ondo State is endowed with abundant natural mineral resources like; timber, rivers, kaolin, bitumen, forest, glass sand and granite. With these resources the expectation is that they should have been tapped and used judiciously for the economic growth of the state, and enhancement of social and economic well-being of the people. However, it is disheartening and discouraging that poverty, industrial redundancy, pains, social-vices, instability and crippled economy predominate in Ondo State (Ihonbare, 2003). This situation invariably led Ondo State Government to conceive and implement skill acquisition and entrepreneurial development training programmes, soon after the country returned to civilian rule in 1999.

At inception, the programmes were being run, through the Agency of Non-Formal Education (ANFE) in collaboration with National Directorate of Employment (Ondo State Government, 2005). However, under Governor Mimiko Olusegun's led administration in Ondo State, it is being run through the newly created Department of Vocational Education of

Ondo State Ministry of Adult, Technical and Vocational Education (Akinsuroju, 2012). The programmes have the following objectives;

- i. to stimulate the interest of youths and interested adults in the state in vocational trades through the provision of training at designated centres and the provision of micro-credit loan to successful graduates .
- ii. to train unemployed youths in simple vocations, so as to make them self-reliant.
- iii. to encourage productive entrepreneurial and management of small business skills.
- iv. to assist in the development of the downstream industries.
- v. to encourage the adoption of local technology.
- vi. to stem the rate of rural - urban migration and
- vii. to enhance social -peace and stability and so on.

Akinsuroju (2012) avers that skill acquisition programme is very crucial to the economic transformation of the state. Since, it is basically, geared towards self-employment for self-reliance and poverty eradication. The target participants for the programmes are: young school leavers, unemployed graduates of Polytechnics, Colleges of Education and Universities, retired civil servants and ex-service men, and vulnerable widows, the under-privileged and physically challenged. The programme offers skills in vocations like, food processing, soap, tie and dye, hair dressing, fish farming and net making, fashion designing, catering service, cloth weaving, hat and bead making, block laying, concreting, wood work etc.

Further, she stated that the aim of the programme is to bridge the gap in industrial services, through the invigoration of skill acquisition and establishment of different trades to create a pool of artisans, which will form the nucleus of the expected industrial revolution in Ondo State and promote self-employment for self-reliance. Towards achieving the objectives of these programmes, each of the 18 Local Government Areas (LGAs) in the state has at least, a centre for skill acquisition training programme. The duration for the training, ranges from six months to a year, depending on the vocation one is interested in acquiring skill on. According to Agagu (2007:45)

Ondo State Skill Acquisition Programme is a short-term programme, aimed at alleviating poverty, among the unemployed people. Government believes that, training, re-orientation for the unemployed people will empower them with vocational skills for vibrant, productive entrepreneurship and skills in business development.

Along with the skill acquisition programme, Ondo State Government puts in place, a well articulated entrepreneurial development training programme, principally aimed at capacity building in entrepreneurship. Also, organisation, implementation and management of business, inculcating the spirit of enterprise management; encouragement of self employment as a conscious and deliberate choice for self- reliance; mobilisation finance and other resources for doing business; identification of business opportunities and gaps in the market that can be tapped for economic advantages. The programme is being run by the Ministry of Commerce and Industry, through the Department of Investment Promotion and Management. After the completion of the training on skill acquisition on vocations in the Ministry of Adult, Vocational and Technical Education, the successful graduates are sent to the entrepreneurial development training programme for a short period of three months for acquisition of entrepreneurial skills in the Ministry of Commerce and Industry.

Ondo State Government believes that, the programme is a catalyst for small enterprise creation and the resultant effects will be an increase in job creation, through self employment National Directorate of Employment, 2006. Ondo State Government also, makes a soft loan of #50 fifty thousand naira available to each of the participants of the programmes, who graduated successfully to assist them overcome the problem of initial capital base, through the Micro-Credit Loan Agency of the State.

Various studies in the past had focused on the effects of skill acquisition and entrepreneurial development training programmes on poverty alleviation, unemployment reduction and social vices in the society, as well as, youths and women empowerment. Some focused on the influence of the programmes in the development of down stream industries and sustainability of economic sector of the nation. Observably, much had not been done on impact evaluation of the programmes, to determine, whether its pre-determined objectives have been achieved or not. This invariably, necessitated carrying out this study.

1.2 Statement of the Problem

The unemployment and poverty situations of the people in Ondo State necessitated Ondo State Government in 1999, soon after the country fully returned to civilian rule to articulate skill acquisition and entrepreneurial development training programmes with the major aims of bringing people out of poverty and unemployment levels by giving them relevant practical skills and training in vocational and entrepreneurial activities. The objectives of the programmes include; poverty eradication, unemployment reduction, adoption of local technology for the enhancement of economic activities, enhancement of social peace and stability, reduction in rural to urban migration, stimulation of youths'

interests in vocational trades ,through the provision of training, provision and mobilization of micro –credit and other resources to the successful graduates of the programmes, inculcation of small business management skills in the trainees and encouragement of self employment for self- reliance.

Olorunmolu and Agbede (2012) observe that the programmes will enhance job creation, reduce the high rate of unemployment, alleviate poverty, stimulate the economic growth and development of a nation. Ogbonna (2013) stresses, that the programmes will equip people with the appropriate and desirable vocational skills, which will make them to be self employed for self -reliance.

The pertinent questions in the minds of the people are: To what extent have these programmes after 14 years of its' implementation helped to alleviate poverty in Ondo State? Can these programmes reduce unemployment level, curb rural to urban migration, give the relevant practical skills for productive entrepreneurial and small business management and host? It was against this background, that this study was carried out on impact evaluation of skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria, to determine, whether the pre-determined objectives of the programmes have been achieved.

1.3 Objectives of the Study

The broad objective of this study was to undertake a comprehensive impact evaluation of skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria, with a view of ascertaining how it fared over the years. The specific objectives were to:

- i) determine if, skill acquisition and entrepreneurial development training programmes impacted positively on its' beneficiaries in Ondo State?
- ii) ascertain whether, there is relationship between the establishment of skill acquisition, as well as, entrepreneurial development training programmes, and the adoption of local technology for the enhancement of economic activities.
- iii) determine the relationship between skill acquisition and entrepreneurial development training programmes and the enhancement of social- peace and stability;
- iv) ascertain if, skill acquisition and entrepreneurial development training programmes influence reduction in rural to urban migration in the state;
- v) determine the extent to which skill acquisition and entrepreneurial development training programmes impacted poverty on reduction, among the beneficiaries of the programmes

- vi) determine the relationship between skill acquisition and entrepreneurial development training programmes and stimulation of youths' interest in vocational trades, through the provision of training;
- vii) establish whether there is a significant relationship between skill acquisition and entrepreneurial development training programmes and the provision and mobilization of micro-credit, and other resources to the successful graduates of the programmes;
- viii) ascertain the relationship between skill acquisition, as well as, entrepreneurial development training programmes and encouragement of productive entrepreneurial skill, as well as, inculcation of small business management skills in the trainees of the programmes
- ix) determine if there is significant relationship between skill acquisition, as well as entrepreneurial development training programmes and the encouragement of self-employment for self-reliance among the trainees.

1.4 Research Question

This study attempted to provide answer to the following research question;

1. Will skill acquisition and entrepreneurial development training programmes impacted positively on its beneficiaries in Ondo State?

1.5 Significance of the Study

The study is significant in many ways. First and foremost, this study would provide a base line data for the curriculum planners and developers of non-formal education on the need to accommodate and integrate entrepreneurial development training as a course of study, along with the existing courses designed for formal and non-formal educational systems.

The findings of this study would be of great assistance to the providers of skill acquisition and entrepreneurial development training programmes to see the relevance and need to give the programmes adequate attention in terms of funding, provision of logistics services and creating an enabling climate for the sustainability of the programmes.

The results of the study would enable both Ministries running the programmes to provide reliable information to enable Ondo State Government and other states in Nigeria to know the extent to which the programmes objectives have been achieved

The practitioners of Adult and Non-Formal Education, career administrators, human resources development practitioners are expected to find this study useful, as a reference source for the practice of their professions. This will be made possible through the distribution of the research report by print and electronic media.

Various researches have been carried out on these programmes, but most did not focus on impact evaluation of the programmes. Therefore, the expected findings of this study would be of a great contribution to the knowledge bank in this direction. Further, hopefully the findings would serve as a reference material to any researcher working on this study area in the future.

Lastly, the expected findings of the study would establish the fact, non-formal educational system can be used to complement formal system of education to alleviate poverty, reduce unemployment, curb social-vices, stimulate economic growth and development of the state, and that of the country at large, promote self employment for self-reliance, economically and address other socio-economic related problems in the country.

1.6 Scope of the Study

The study was delimited to the skill acquisition and entrepreneurial development training programmes of the Ministry of Adult, Technical and Vocational Education and Ministry of Commerce and Industry, Ondo State, Nigeria. The study covered all the vocational skills and training on entrepreneurship taught at all the centres run by the two Ministries, which cut across all the 18 LGAs of Ondo State. The programmes were established to alleviate poverty, reduce unemployment, enhance social-peace and stability, reduce rural-urban migration, and promote self employment for self-reliance and a host of others. The implementation of the programmes began, when the country returned to civilian rule in 1999 till date. The target participants of the programmes are: the retirees, unemployed graduates, artisans, widows and civil servants, who are the graduates of the two programmes. Table 1.1 below shows LGAs, their locations and skills taught in different vocations taught at each centre of the programmes in Ondo State, Nigeria.

Table 1.1: Local Government Areas Centres, Locations of Skill Acquisition and Entrepreneurial Development Training Programmes (SAEDTP).

S/N	Local Government Areas Centres	Locations	Vocational Skills Taught
1	Akoko North-East Centre for SAEDTP	Ikare	Fashion design and hat making, soap, tie and dye, catering services, etc.
2	Akoko North-West Centre for SAEDTP	Arigidi	Catering services, fashion design, soap, tie and dye, etc.
3	Akoko South-East Centre for SAEDTP	Oba Akoko	Barbing saloon, hair dressing, catering services, soap, tie and dye, etc.
4	Akoko South-West Centre for SAEDTP	Ipe Akoko	Soap, tie and dye, food processing, catering services and cloth weaving, etc.
5	Akure North Centre for SAEDTP	Iju	Catering services, cloth weaving, soap, tie and dye, etc.
6	Akure South Centre for SAEDTP	Ijare	Chalk making, soap, tie and dye, etc.
7	Ese-Odo Centre for SAEDTP	Igbekebo	Soap, tie and dye, fashion designing and hat making, oil processing, cassava processing etc etc.
8	Idanre Centre for SAEDTP	Owena	Fashion design, hat making, soap making, tie and dye, catering services, hair dressing etc.
9	Ifedore Centre for SAEDTP	Igbara-oke	Fashion design, catering services, barbing saloon, hair dressing, soap, tie and dye, etc.
10	Ile-Oluji/Okeigbo Centre for SAEDTP	Okeigbo	Fashion design & hat making, soap, tie and dye, cloth weaving, etc.
11	Ilaje Centre of SAEDTP	Igbokoda	Soap, tie and dye, net making, fish farming, fashion design, etc.
12	Irele Centre for SAEDTP	Irele	Cassava processing, soap processing, tie and dye, chalk making, cloth weaving, fashion design, brick-laying etc.
13	Odigbo Centre for SAEDTP	Odigbo	Fashion design, catering services, cloth weaving, soap, tie and dye, etc.
14	Okitipupa Centre for SAEDTP	Okitipupa	Fish farming, cassava processing, hair dressing, saloon, soap, tie and dye, hat making, etc.
15	Ondo East Centre for SAEDTP	Bolorundu-ro	Fashion design, catering services, cloth weaving, etc.
16	Ondo West Centre for SAEDTP	Ondo	Fashion design, soap, tie and dye, cloth weaving, etc.
17	Ose Centre for SAEDTP	Ifon	Fashion design, barbing saloon, hair dressing soap, tie and dye, etc.
18	Owo Centre for SAEDTP	Owo	Soap, tie and dye, cloth weaving, catering services, etc.

Sources: Field Survey, 2011

1.7 Operational Definitions of Terms

For the purpose of this study, the following terms are clearly defined, as used within the context of this study, so as to avoid misinterpretations and ambiguities in their meanings.

Entrepreneurship Education: A form of non-formal education programme, which offers training in entrepreneurial knowledge and skills.

Entrepreneur: One who assumes the responsibilities and risks of business operation.

Adoption of Local technology: It means making use of resources available within one's environment for the benefits of man in the society.

Poverty: A condition of living a poor and wretched life

Skill: This refers to vocational and entrepreneurship competency.

Small Business Managerial Skills: This refers to acquisition of training which will make people to be able to manage small business, successfully.

Skill Acquisition and Entrepreneurial Development Training Programmes: This refers to Ondo State Government's programmes to give people competency and training to alleviate poverty and reduce unemployment.

Reduction in Rural – Urban Migration: This refers to controlling the rate, at which people are living rural areas for urban settings or areas.

Poverty Reduction: This means improving the living standard of the people

Enhancement of Social–Peace and Stability: This means promoting or fostering peaceful living and its stability.

Productive Entrepreneurial Skills: This refers to useful training which will make people successful in entrepreneurial activities.

Encouragement of Self-employment for Self-reliance: This means stimulating or motivating people to become job creators.

Provision and Mobilisation of Micro-credit: This refers making micro-credit facilities available for the participants of skill acquisition and entrepreneurial development training programmes.

Stimulation of Youth's Interests Vocational Trades: This means developing youths' interests into venturing into vocational trades.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

This chapter presents a review on theories upon which this study situates and related literatures to the variables of the study and their inter- relationship. Mokoronla (2006) posits that theories help to clarify and give structure to concepts and facts, by expressing relationship in the empirical research.

2.1 Review of Related Literature

In this section, extensive review of literature related to the study was presented. The presentations were organised, under the following sub-headings;

- i. Concept of Poverty and Entrepreneurship Education
- ii. Concept of Training
- iii. Entrepreneurial Development Training Programmes and Small Business Management
- iv. Skill Acquisition and Entrepreneurial Development Training Programmes and Self-Reliance
- v. Skill Acquisition and Entrepreneurial Development Training Programmes and Rural - Urban Migration Reduction.
- vi. Skill Acquisition and Entrepreneurial Development Training Programmes and Poverty Reduction.
- vii. Skill Acquisition and Entrepreneurial Development Training Programmes and Social-Peace and Stability.
- viii. Skill Acquisition Programmes and Youths and Interested Adults in Vocational Skills in Trades.
- ix. Skill Acquisition and Entrepreneurial Development Training Programmes and Mobilisation of Micro-Credit.
- x. Skill Acquisition and Entrepreneurial Development Training Programmes and Adoption of Local Technology.
- xi. Skill Acquisition and Entrepreneurship Development in Ondo State.
- xii. Entrepreneurship Education and Skill Acquisition Training Programmes on Self-reliance for Income Generation
- xiii. Vocational Skill Training and Economic Growth in Nigeria
- xiv. Vocational Skill Acquisition Programme and Poverty Alleviation
- xv. Entrepreneurship Development Impacts on Nigeria's Economy
- xvi. Entrepreneurship Education and Development and Youths' Empowerment

- xvii. Entrepreneurship Education and Skill Acquisition Training on Unemployment Reduction in Nigeria.
- xviii. Ondo State Economic Empowerment and Development Strategies (ODSEEDs) and Poverty and Unemployment Reduction.
- xix. Ondo State Oil Producing Areas Development Commission (OSOPADEC) Programmes on Poverty Reduction.
- xx. Entrepreneurship and Skill Acquisition Programmes in Ondo State
- xxi. Human Capacity Building and Organisational Development
- xxii. Kirkpatrick's Training Evaluation Model
- xxiii. Empirical Review

2.2 Theoretical Framework

- i. Becker's Human Capital Theory
- ii. Programme Evaluation Theory

2.3 Framework of the Study

2.4 Appraisal of Literature

2.5 Hypotheses

2.1.1 Concept of Poverty and Entrepreneurship Education

The concept of poverty eludes a precise definition. It has no universally acceptable definition. This is because poverty is viewed by scholars from different perspectives. Therefore, its conceptual clarification is always a subject of controversy in the assemblage of scholars. Agagu (2007) stresses that poverty is lack of command over basic human needs, that is a situation that gives rise to insufficiency of food, clothing and shelter.

Aluko (1975) defines poverty as not having some of certain capabilities, such as being able to participate with dignity in societal endeavours. This means the poor are restricted from contributing to societal activities because of their poor status. WB, (1992) defines poverty as the inability to attain a minimum standard of living. Therefore, it can be inferred that the poor are those that have no means of survival like, shelter, food security and so on . The World Bank (1992) opines that the poor live in dirty environment; they cannot cater for their families; send their children to school and pay their medical bills.

Olarewaju (2004) defines poverty in terms of some levels of expenditure or income assumed to be the minimum required for a decent standard of living. In the same vein, ODSG (2005) notes that the poor has limited access to requirements for decent standard of living, which includes; potable water, balanced diet, shelter, clothing, health and participation in

community development. Poverty can be viewed within the context of contradiction between the resources available to an individual and demand of condition of his or her environment. He further stresses that poverty goes beyond the condition of lack of resources; it extends to social inequality, as well as, restricted or total lack of opportunity for personal growth and self realisation. Isiaka's (2005) views poverty as a way of life characterised by low calorie intakes, inaccessibility to adequate health facilities, low quality education, inaccessibility to various housing and societal facilities.

The arrays of definitions on poverty above clearly shed light on the assumption that poverty is a nebulous concept and that it has multi-dimensional perspectives. This will lead to examination of poverty from different domains. Thus, from the macro-economic perspective, macro-economic policies are very germane in terms of accelerating economic growth and eradicating poverty. The promotion of economic growth is a way of improving the standard of living of Nigerians. Macro-economic policies will reduce poverty in Nigeria.

Besides, from the agricultural perspective, the kind of growth in the agricultural sector contributes immensely to the increase in trend of rural poverty. Nigeria Federal Office of Report (FRN, 2004) reveals that 30 per cent of Nigerians that are poor are located in rural areas. In the urban areas poverty incidence is a little bit better. Fields (1998) asserts that poverty in the developing countries is linked closely to agriculture. Corroborating the foregoing view, Adeyeye (1999 and 2010) is of the view that most of the poor people at rural areas in Nigeria rely mainly on agriculture. Several factors have been credited for the incidence of poverty, such as, migration, poor road network, the use of crude implements, land tenure system, rising costs of inputs; market failure, physical constraints and a host of others. Without gainsaying the fact that, poverty manifests in different forms, such as, housing, human resources development, technology, social development, politics, education and transport.

Thomas (2008) stresses that poverty could be in an extreme or relative form. Extreme poverty is also known as distribution or absolute poverty. Extreme poverty in developing nations as defined by International Organisations means having a household income of less than 1 dollar per- day. Extreme poverty is threatening people's lives or health, while relative poverty is the condition of having fewer resources or less income than others within a society or country or compared to worldwide average. In the developed countries, relative poverty is often measured as giving a family income less than one-half of the median for that country.

Some scholars over the years have suggested several factors causing poverty. Thomas (2008) stresses that poverty is caused by the following factors: overpopulation,

global inequitable distribution of resources , high standard and costs of living, inadequate education, unemployment, environmental degradation, economic and demographic trends, individual responsibility and welfare dependence. However, Harrison and Huntington (2000) attributed poverty to factors like, mismanagement of national resources depletion of resources by corrupted political leaders or office holders, “419” scam and rise in crime rate. In Nigerias’ context, there are divergent views concerning the factors that are responsible for the pervasiveness of poverty.

Vanguard, July 5 (2002) reports, that poverty in Nigeria is caused by the Globalization and the World Trade Organization WTO liberalisation policies. It was suggested therefore that, Nigeria should boycott the (WTO) agreement, because the treaty leads to goods being dumped in the country. Thus, leading to closures of local industries. Also, tribal discrimination causes poverty in Nigeria. Tribal prejudice and nepotism sometimes determine a person’s chance to secure employment in Nigeria.

Harrison and Huntington (2000) and Isiaka (2005) stress, that poverty destroys aspirations, hope and happiness. In the same vein, Onyishi (2004) reports that, poverty leads to human trafficking, prostitution, spread of HIV/AIDS, child labour and abuse of human and civil rights. In addition, poverty leads to corruption, disruption of family relations and social life and increase crime rate.

It can therefore be said that the crisis, youths’ restiveness and militancy in the Niger-Delta region of Nigeria can be directly linked with poverty. Thomas (2008) also opines that poverty has devastating effects, such as, high infant mortality rates, infectious diseases , mental illness , drugs dependency, depression, criminal behaviours, social problems and hosts.

In conclusion, poverty is a global phenomenon. Hence, no nation is freed of it and that is why, it remains an international issue of concern in recent times.

2.1.2 Entrepreneurship Education

An attempt to restructure, re-engineer, revamp and make Nigeria's economy a vibrant one in the midst of plenty available resources and business opportunities precipitated the design and accreditation of Entrepreneurship Education in recent times in educational institutions in Nigeria. Also, it is a practical measure to tackle and address the problem of graduates, unemployment and strategically reposition Nigeria's economy.

The discipline is very difficult to define. Hence, scholars view it from multi-dimensional perspectives. Thus, making it eludes a single definition. Amuseghan & Tayo (2009) stress that it is the process of providing individuals with the ability to recognize commercial opportunities and insight, self esteem, knowledge and skills to act on them. It includes; instruction in opportunity recognition, commercializing a concept, marshaling resources in the face of risk and initiating a business venture. It also includes; instruction in traditional disciplines, such as, management, marketing, information systems and finance. Entrepreneurship education gives opportunities to address some of the contemporary needs of Business Education deals with the traditional system does not. Also, Entrepreneurial Education is also defined in terms of creativity and innovation applied to social, governmental and business activities (Miltra, 2002). Entrepreneurial Education can be viewed broadly in terms of skill, than can be taught and characteristics that can be viewed broadly in terms of the skills that can be engendered in individuals that will enable them develop new and innovative plans Di-Masi, (2004) .

Bechard and Toulouse (1998) defined it as a collection of formalized teachings that inform, train and educate everyone that is interested in business creation or small business development. Entrepreneurial education focuses on combining and carrying out education for small business ownership and focuses on the skills needed to improve on their business ventures. Entrepreneurial Education focuses on the three main concepts (Roach, 1997).

(i) Evaluating opportunities; (ii) securing resources; and (iii) Growing and sustaining the enterprise. Roach (1999) stresses, that the following as the objectives of entrepreneurial education:

- i. Knowledge of the characteristic of an entrepreneur;
- ii. Ability to recognise business opportunities;
- iii. Basic skills and knowledge to create an effective feasibility plan for a business venture;
- iv. Ability to identify the various business entry strategies available to entrepreneurs and

- v. Understanding the skills needed and means available to collect the market information needed to evaluate the feasibility of a new business concept.

2.1.2 Concept of Training

Human resources management is concerned with planning, acquisition, training and developing human beings for getting the desired objectives and goals (Kaira and Bhafia, 2014). They maintained that training is a process of learning a sequence of programmed behaviour. It is the application of knowledge and give people awareness of rules and procedures to guide the behaviour. It helps in bringing about positive change in the knowledge, skills and attitude of employee. Thus, training can be seen as a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to fit for a higher job involving higher responsibilities. It bridges the gap between what the employee has and what the job demands.

Silmon (2004) observes that the close interaction between the enterprise, the employee, education and training institution becomes pivotal for future vocationally oriented adult education and continuing training efforts. In recent years, trade unions, employers and policy makers have emphasized the importance of skill upgrading of workers life-long learning in order to cope with increased pressure induced by technological change and globalization e.g. European Commission, 2007 (Jozef and Stiju, 2010).

Bartel (1995) maintains that training affects wage profiles of workers and job performance. Dearden, Reed and Van Reenen (2006) in their analysis of the link between training, wages and productivity find out that, training raises the productivity of workers and their values. Thus, training has positive impact on productivity and wages.

NZIER (2004) defines productivity as the ratio of output to one or more of the inputs used in production-labour, land, capital (plant, machinery and equipment) and so on. this can be achieved through occupational training. Foude de Formacith (1992) notes that occupational training is teaching and learning efforts directed at improving the preparation of those concerned for the world of work. National Institute of Employment (NIE) (1992) describes occupational training as training designed to equip workers, employed or unemployed for a given occupation or job by means of shorter or longer courses a marked practical emphasis. Frias (1994) defines occupational training more strictly as developing a series of competencies in unemployed people or first – time job seekers, so as to facilitate their integration with the labour market.

In conclusion, training whatever its contents or form is targeted at enhancing performance in organization.

2.1.3 Entrepreneurial Development Training Programme and Small Business Management

One of the challenges, militating against small business operation is lack of skills in business management. The success of any business depends on the ability of the business owner to galvanise and harness the available human and non-human resources, locally, nationally and internationally to achieve the goal(s) of setting business. Entrepreneurial development training programme in Nigeria, and recent times, has been receiving attention of stakeholders in the sector. Acquiring the appropriate skills in small business or business management will go a very long way to sustain small business or small scale enterprises.

Benchard and Toulouso (1998) posit that, entrepreneurial training entails a collection of formalised training and teaching, which informs, educates everyone that is interested in business creation or small business development. Miltra (2012) notes that entrepreneurial training offers opportunities to address some of the contemporary needs of business education in a way traditional system does not. Salami (2011) opines that, entrepreneurial training will make individuals to seek out investment opportunities. This is in align with Mullins (2010) submission, that training is a process of acquiring job related knowledge, skill and attitude in order to perform effectiveness and efficiency, specific tasks in any organisation

Today, the decision of governments at various levels is to put in place training in entrepreneurship, which will provide the relevant practical skills, that will promote entrepreneurial activities. Mullins (2010) classifies such as; technical, business management and personal entrepreneurial skills. Entrepreneurial training will enable people to be well acquainted with the world of business and manage small scale enterprises, successfully. European Union (2012) notes, that entrepreneurship training or education has positive impacts on entrepreneurial mindset of young people, their intentions towards entrepreneurship, their employability and their roles in the society and economy of their nations. Entrepreneurship is being referred to as individuals' ability to turn ideas into action. It includes; creativity, innovation and risks taking. Also, ability to plan and manage projects in order to achieve the stated predetermined objectives. Ondo State Government (2006) states, that one of the objectives of entrepreneurial development training programme, among others is to inculcate the spirit of enterprise management, among the clientele or target groups, organisation implementation and management of business. According to Ondo State Government (2006:5);

It is believed, that Entrepreneurial Development Training Programme (EDTP) is a catalyst for enterprise creation and management, through private sector participation in community, state and the country's economy. The resultant effect will be increased job creation, through self-employment.

Thus, the programme will enable its participants appreciate cash management and also make them appreciate the fact, that working capital is the life wire of business, and without its appropriate management, business could crumble. The programme also offers training to its participants on the importance of management to business, and how to manage their time judiciously. These among others, are the managerial skills, entrepreneurial development training programme in Ondo State offers to the people.

Corroborating this, Rao, Wright & Murherje (1990) note that, the focus of entrepreneurship skills include; development of managerial capability to the business and other self-employment activities, successfully. Also, development of entrepreneurial spirit, characteristics and personality, development of technical, technological and professional competencies needed for productive work, employment and development of enterprise building and small business development, capability to initiate and starts one's own business or self employment. Training and development will positively help in reducing areas of shortcomings, which will lead to improved performance in managing entrepreneurial activities (Ogundele, 2000). He further states that, the levels, types of technical, vocational, managerial, other forms of specialised education, training and development will affect entrepreneurship. Hence, appropriate entrepreneurial educational training and development programmes must be provided for pupils and students of various levels of Nigeria's educational systems, and for the adults in other forms of social institutions of which they are members.

Ogundele (2004) posits that, functional approach to entrepreneurship training would equip the would-be entrepreneurs with planning, initiating, controlling, supporting, information, evolution development of technical, enterprise building and managerial skills. Ogundele (2004) notes that, entrepreneurship management development encompasses thirteen elements, which include; time management; entrepreneurship self-development; managing change for competitive success; decision making; human resources; environment of business; helping people learn; team building; project management; re-engineering or business process: redesign; total management; organizational development, corporate excellence and people's skills.

In conclusion, entrepreneurial training is an indispensable and potent tool in small scale or business management. It is also on the recognition and realization of the fact that, the formal educational system may not be able to offer adequate training in this direction for the people in Ondo State, made Ondo State Government to swing into action by providing people training, through entrepreneurial development training programmes. This also buttresses the need to give non-formal educational system the necessary attention in the provision of training, which is capable of sustaining individuals and economy of the nation.

2.1.4 Skill Acquisition and Entrepreneurial Development Training Programmes and Self-Reliance

Konig (2004) reports that the recent world recession had resulted to a high rate of unemployment in the developing countries, Nigeria, inclusive. ILO (2004) stresses, that unemployment rate in Nigeria have remained over and above 15 and 21% since the 21st century. It is recognition of this unsavory situation, which necessitated several interventional programmes to provide job opportunities for Nigeria citizenry. In consonance with the mandate of employment creation, the NDE is training the unemployed citizens, mostly, youths and retirees for acquisition of vocational skills, entrepreneurship or business development and labour base work, among others.

The NDE in Nigeria was created on the need to provide self employment, through vocational skill acquisition training for many of the unemployed people, so as to enable them become self-reliance, economically (NDE, 2003). The NDE is to ensure, that the agency is committed to employment generation, poverty reduction, wealth creation and attitudinal changes to enable Nigerian youths and adults to be self employed and subsequently expose them to contribute to the economic growth and development of their nations and their personal development, economically.

Gambari (2008 and 2011) notes, that there is no issue that should be addressed as a matter of urgent national importance, than that of skills acquisition by the youths, considering the failure of basic education to yield the expected positive results in this regard thus, resulting to a high rate of unemployment with it attendant consequences, such as, armed robbery, militancy, kidnapping and a host of others. He further states that, if Nigeria is to be economically, self-reliant, her economy must be diversified, and as well, encourage youths to embrace self-employment, through appropriate favourable policies and environment, that would facilitate skills acquisition and entrepreneurship development for self-reliance (Gambari, 2011). Perhaps, the pressure on the country on the need for the development and

implementation of skills acquisition and entrepreneurial development training programmes is as a result of this.

Gambari (2011) reiterates equally, that if Nigeria is to attain the much desired socio-economic development of the 21st century, all hands must be on deck to contribute meaningfully to the generation of national wealth. The collaborative efforts of the entire citizenry and governments (Local, State and Federal) therefore, would be required for the attainment of all-involving developmental programmes. He views skill acquisition and entrepreneurial development training programmes, as a means to achieve this.

Atiku (2011) posits, while emphasizing on the importance of self-reliance for job seekers, that skill acquisition and entrepreneurial development training programmes are the best solutions to poverty and unemployment. Therefore, one of the major objectives of skill acquisition and entrepreneurial development training programmes embarked upon by Ondo State Government is to make the people of the state acquire skills and trainings, which will result to self employment for self-reliance.

Omoniyi and Osunrinde (2004) stress that skill acquisition programme remains a constant factor in Nigerian government policy, mainly to promote self-dependence or self-reliance in the generation of gainful self-employment. Also, lack of acquisition of vocational skills on the part of individuals has been considered as bane to economy of many African nations, particularly, Nigeria. This is so, because the educational system operated after post-independence placed emphasis on academic excellence, rather than acquisition of vocational skills capable of preparing individuals for a useful and fulfilling life, within the society. What can be deduced from this submission is that, formal sector of education in Nigeria has not been able to satisfactorily offer adequate skills and training that will make people or graduates of tertiary institutions able to secure job or employment, without depending on government jobs. This is the rationale for articulating skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria. Also, non-formal educational sector could be used to tackle problems of poverty, unemployment and develop skills in people for self-employment for self-reliance.

Therefore, skill acquisition and entrepreneurial development training programmes will enable participants or trainees of the programmes to acquire vocational skills, that would make them self-reliant, and as well, make people become productive and useful citizens in the country. Also, to raise the general standard of living and help the programmes beneficiaries to cope with technological changes. Thus, skill acquisition programme will equip youths and adults with relevant skills, that would not only enable them live a decent

life, but also make them self-reliant, economically, as well as, contributing to the socio-economic growth and development of their nations. Ekom (2010) notes, that the idea of using non-formal education system to enhance employment creation has become widely acceptable in developing countries, perhaps owing to vocational skills offers for self employment for self-reliance.

Yesufu (2000) posits that, one of the problems confronting educational planners in the developing countries is the need to restructure educational and training curricular to provide the scientific and technical skills, considered to be essentials for social, economic and technological advancement. However, it needs to be stated that in the context of National Policy of Education (Federal Republic of Nigeria, 2004), there is a gradual shift and modification of educational systems in Nigeria, towards the path of vocational skill orientation at the Junior and Senior Secondary levels of education.

Adetarami (2006) maintains, that the aims of entrepreneurial development training programme, as stipulated by the European Commission (2008) among others, include; raising awareness of clientele about business skills, knowledge promotion, promoting creativity, innovation and self employment. Therefore, in Nigeria a comprehensive integrated programme on skill acquisition and entrepreneurship training should be put in place by the government, through non-formal education to give people the appropriate practical skills and trainings for self employment for self-reliance. This will have positive effects in terms of inducing a rapid economic growth and development of the country, Nigeria.

2.1.5 Skill Acquisition and Entrepreneurial Development Training Programmes and Rural-Urban Migration Reduction

One of the burning and topical issues in Nigeria today is the rate at which, people are migrating from rural to urban areas. This has been attributed to many factors, which a dire need to acquire functional vocational skills and entrepreneurship training is one. National Population Commission (2005) asserts that, more than half of Nigerian youths are facing diverse problems, such as, poverty, rural - urban migration, unemployment, urbanization, lack of human capacity building programmes, skills to be self-employed and move the economy of the country forward. Most of the youths living in the rural areas are poor. Supporting the above submission, World Bank (2009) stresses, that youths in the rural areas are mostly affected by poverty. Therefore, the need by the youths and adults to improve their poverty levels results to migration from rural areas to urban settings, where they can have access to educational programmes, skill acquisition programmes, social amenities and other essential services that, will make life meaningful and very comfortable for them.

Nnadi, Chikawe, Atonia, Egwuonwu and Echemata (2012) opine, that access to social amenities, technological modernisation, entrepreneurship training and a host of others are factors responsible for the rural - urban migration of people, most especially the youths in Nigeria. It needs to be stated, that in most rural areas across the country. Most people, especially the youths are fond of migrating to urban areas to acquire vocational skills and entrepreneurial trainings for a sustainable livelihood.

Danesty (2011) opines, that parental neglect, lack of proper counseling, poor skill acquisition and drop-out of school syndrome have led many youths to migrate from rural areas to cities. He therefore proffers that, practical vocational skill acquisition is the solution. He suggests that, the providers of vocational skill acquisition should take the programme more seriously. Ondo State Government (2006) asserts, that rural - urban migration is one of the factors considered by articulating skill acquisition and entrepreneurial development training programmes in the state. Hence, over-population in the urban areas of the state has resulted to several social-vices. Also, it brings about untold hardship to the people in the urban areas.

Green Shield of Nations (2011) maintains, that skill acquisition programme in the art of coal stoves fabrication by the youths in which they are trained in the skills of local stoves fabrication, using local materials and implements has the following benefits; enhancing local craftsmanship, which is hitherto dissipating, under the onslaught of foreign technology, empowerment of the youths by giving the sustainable employment, thereby alleviating their poverty, keeping youths off the streets, thereby curbing crimes, reducing other social vices and rural – urban drift, among the youths, that are able - bodied. Therefore, it can be deciphered that, lack of vocational skills by the youths and adults, as well, are some of the factors resulting to their rural - urban migration. This is one of the pressing issues, Ondo State Government intends to address, through vocational skill acquisition and entrepreneurial development training programmes. If people in the rural areas of the state have opportunities to acquire skills in different vocations, there is a high tendency and probability that, they will stay in the rural areas, instead of migrating to the urban settings or areas for acquisition of vocational skills for survival. Most people, especially the youths migrate to the urban areas in quest for acquisition of vocational skills for a sustainable livelihood.

In conclusion, rural – urban migration can be curbed, through functional vocational skill acquisition and entrepreneurial development training programmes. Therefore, all the major stakeholders in human capacity building, training and re-training programmes in vocational skills and training in entrepreneurship should endeavour to put on ground, the

necessary institutional capacities, logistics and supportive services to ensure, the vision and mission of these programmes are realisable and achievable.

2.1.6 Skill Acquisition and Entrepreneurial Development Training Programmes and Poverty Reduction

To tackle the various challenges of poverty experiencing by individuals necessitated the articulation of skill acquisition and entrepreneurial development training programmes in Ondo State and other states of the Federal Republic of Nigeria. Poverty is described, as a socio-economic problem affecting the growth and development of individuals and nations (Ogundele, Akingbade and Akinlabi, 2012). Matanmi and Awodun (2005) maintain, that Nigeria could only overcome her high level of poverty and unemployment, through skill acquisition and entrepreneurial development training programmes. They concluded that, lack of encouragement on entrepreneurial development training makes the country, Nigeria to remain in the doldrums of poverty. Entrepreneurial training is a structured formal conveyance of entrepreneurial competencies, which in turn refers to concepts, skills and mental awareness used by individuals, during the process of starting and developing their growth oriented ventures (Ngozi, 2002).

There is positive significant relationship, between vocational skill acquisition and entrepreneurship development training programmes. Hence, the programmes can help individuals to be better empowered and escaped poverty by providing them with the skills and knowledge to raise their outputs, income and wealth. This however, informs a high degree of commitment to the programmes by the government to reduce poverty in Ondo State.

Similarly, skill acquisition and entrepreneurial development training Programmes have the capacity to encourage Nigerians to become jobs creators, rather than job seekers. Also, it will equip them with skills for constant improvement and innovations in their undertaking, which has an overall positive effect on poverty reduction (Kurato, 2004). Wiklund and Shepherd (2003) maintain, that entrepreneurial training or education will result to business creation, which will alleviate individuals from poverty. Further, the argued that assert, that poverty can be categorised into three, namely; absolute, relative and subjective poverty. However, Miller (1968): Wedderburn (1974): World Bank (1996) and Maduagwu, (2010) state, that individuals, families or groups are in absolute poverty, when they lack resources particularly, real income to obtain the types of diets needed to enjoy some fixed minimum standard of living, determined by a given society. However, whatever the level and

nature of poverty one is experiencing, skill acquisition and entrepreneurial development training programmes are the ultimate answers.

Hassan and Olaniran (2011) stress, that entrepreneurship development is not just a theoretical approach, but a developmental action towards alleviating poverty. Poverty is said to be the major cog in the wheel of socio-economic and political development of Nigerians, if a good and solid entrepreneurial spirit is not cultivated by the people, most of the poverty and wealth creation programmes of governments and private bodies would just be exercise in futility. Therefore, efforts should be made by governments, religious bodies and individuals to sensitise people on the need to embrace vocational skills and entrepreneurial training for the purpose of creating small and medium scale businesses, which would enable one finds an escape route out of poverty

Ogwuimike (2001) opines, that the high rate of unemployment and poverty is the disconnection, between skills acquisition, vocational and technical education and training in entrepreneurship. He therefore proposes a drastic shift towards policies, which will favour the implementation of skill acquisition and entrepreneurship development training programmes. He maintains, that the programmes would provide acquisition of skills, which will lead to creating employment and poverty reduction. According to Todaro (1999) (as reported in Adefaye, 2005:4)

Despite the country's (Nigeria) abundant resources, Nigeria has continued to manifest abysmal industrial performance record over the years, because of the country's inability to synergise its resources to spawn an organic productive sector capable of engendering sustainable development and alleviate wide spread of poverty .

He therefore suggests that, acquisition of vocational and technical skills will stand tall in alleviating poverty. The need for vocational skill acquisition, therefore becomes a matter of drastic and urgent attention by all the major stakeholders towards alleviating poverty. Chikawe, Orusha, Onogu and Okafor (2011) stress that, for government to solve the problem of wide spread of poverty, national food deficits and unemployment, vocational skill acquisition should be giving a top priority.

ODSG (2008) maintains, that skill acquisition and entrepreneurial development training programmes focus, mainly on liberating many lives, that are deeply enmeshed in poverty, in terms of giving appropriate skills in vocations to the people, which will address and alleviate their poverty status (Poikkijoki and Heinon 2006; Akpomi, 2009). Adejisola

and Olufunmilayo (2009) note that training in entrepreneurship is a panacea to high rate of poverty in Nigeria.

Therefore, the implementation of skill acquisition and entrepreneurial development training programmes in Ondo State is strategically meant to “tame” poverty, among the people of the state, among other objectives of the programmes. It can also be deduced, and equally serve as a lesson that, skills and knowledge acquired from the formal sector of education may not be enough for the people to live a sustainable decent life. Hence, there is need to address issues of poverty, unemployment, economic stagnation, social instability etc through the non-formal educational system that is running these programmes in Ondo State. Corroborating this, National Universities Commission (NUC), 2004 reiterates that there is a massive disequilibrium between labour market requirements and lack of essential employable skills by the graduates from formal educational system. Hence, skill acquisition programme needs to be developed to give the necessary practical skills in this direction (Diajomah & Orimolade, 1991).

2.1.7 Skill Acquisition and Entrepreneurial Development Training and Social- Peace and Stability

Ondo State is one of the few states, endowed with abundant natural mineral resources. The exploration of crude oil in the coastal areas (Southern Part) of the state has resulted into breakdown of social peace and stability, coupled with the poverty level of the people, the unemployment status of people in the state and lack of job opportunities for the teeming youths and adults, which are scouting for gainful employments for a sustainable livelihood. Ihonbare (2008) notes, that pain, anger, hunger, frustration, destitution are often the case in Ondo State. All these, have strong negative implications on social- peace and stability in the state. Emphatically, it needs to be stressed that kidnapping, illegal exploration of crude oil, stealing, robbery, prostitution, most especially, among the youths permeate the “nooks and crannies” of the state, most especially in the coastal areas. Kidnapping and demand for ransom is often the case by the restless and jobless youths, each time they succeed in kidnapping expatriates of multi-national oil companies in the Southern part of the state. All these constitute threat to social-peace and stability in Ondo State.

Therefore, skill acquisition and entrepreneurial development training programmes are some of the pro-active steps taken by the government to puncture social-vices and promote social - peace and stability in the state. It is on this ground that, skill acquisition and entrepreneurial centres are established in all parts of the state. Hence, these will enable people acquire functional vocational skills and desirable entrepreneurial knowledge, which are

capable of making them apart from self-employers, job creators and living a decent life. Its resultant effects is enhancement of social-peace and stability in the state, promoting acquisition of managerial skills to operate micro enterprises, adoption of local technology, reduction of rural – urban migration, among others.

Nyong and Oladapo (2003) note, that one of the causes of socio-peace log-jam and militancy in the Niger-Delta region, which Ondo State belongs is lack of relevant vocational skill and empowerment programmes development on human capacity for utilisation in industries, coupled with the fact that, farming activities (agricultural and aqua- cultural activities) are no longer possible, due to the oil spillage from crude oil exploration. Okom (2010) posits, that a situation, where fishermen and agricultural farmers no longer find their occupations valuable to them, due to environmental degradation and pollution implies that, their traditional occupational skills no longer have utility value. This is the situation in Ondo State, most especially in the coastal areas, where the multi-national oil and gas companies are operating.

Therefore, the practical remedy to this situation is training people on acquisition of skills for occupational productivity and employability. It is also worth noting, that part of the amnesty programmes to promote social-peace and stability in the Niger-Delta included, these programmes.

Akinsuroju (2012) maintains that unemployment among the youths is pervasive in Ondo State and this is partly responsible for the restlessness and breakdown of social -peace and stability in some parts of the state. She further stated that despite the endowment of the state with both human and natural resources, the agricultural and mineral potentials have not been adequately exploited for the establishment of different trades, agro-allied industries and manufacturing companies, which could employ the youths. The scenario above results to the involvement of youths, as well as, some adults into perpetrating activities, which constitute threat to social-peace and stability in the state. However, Olagunju (2004) suggests that, panacea to this is training, retraining, capacity building and re-orientation of the unemployed with a view to empower them with skills for vibrant productive entrepreneurial activities. It is in line with this that, skill acquisition programme was invigorated in the Department of Vocational Education of the newly created Ministry of Adult, Technical and Vocational Education in Ondo State.

The belief is that, “an idled mind is the devil’s workshop”. When youths are productively engaged or trained in vocational skills for a sustainable livelihood, their interests will definitely be far from perpetrating heinous activities, which are capable of constituting

threat or break social-peace and stability in Ondo State. In fulfilment of this, skill acquisition centres are established in the 18 LGAs areas in Ondo State. Udeng (2012) opines that, antidote to Boko Haram activities is establishment of skill acquisition training programme for them as done in the Niger- Delta region for the militants.

Zainab (2012), while commenting on Boko Haram, he states that,

Kaduna is no longer safe. We go to work every day hoping that our offices will not be blown off by Boko Haram

He further observed that the upsurge of Boko Haram could be due to unemployment, poverty and lack of education. Zainab (2012) posits that through the National Directorate of Employment (NDE) skill acquisition programme, unemployment and training, which are some of the factors that triggered Bokon Haram activities in the country, could be curbed. Skill acquisition training programme would help to reduce unemployment, alms begging on the streets and high rate of insecurity in the country. Timiebi (2010) maintains that one of the causes of youths' restlessness in the country, most especially in the Niger-Delta region which invariably threatens social-peace, cohesion and stability is unemployment and disempowerment. According to Timiebi (2010); our productive population has been on a steady rise, while formal jobs are shrinking and mass employment schemes have often failed.

She however maintains that entrepreneurship development is one of the enduring solutions to youths' restlessness and restiveness. By empowering the youths, through acquisition of vocational skill and entrepreneurial knowledge, they will be able to make use of the skills acquired for occupational productivity. Their mentalities will be far away from jeopardising the social-peace, cohesion and stability of their communities and that of the country, at large.

Olorunmolu & Agbede (2012) note, that the quality of entrepreneurship training would determine enhancement of job creation, which will subsequently reduce unemployment, poverty and social-vices in Nigeria. They maintain further that, it would help to improve the standard of living, promote economic and political development in Nigeria, which are the cardinal objectives of Millennium Development Goals (MDGs). It is in consonance with this, that Ondo State Government had actively invigorated skill acquisition and entrepreneurial development training programmes for the people in the state, so as to give practical vocational skills, which are capable of turning their fortunes positively, economically and to enhance social-peace and stability in the state. Thus, breakdown in social-peace and instability are products of poverty accentuated by unemployment.

In conclusion, through the non-formal educational system, programmes like, skill acquisition and entrepreneurial development training programmes in Ondo State can be established to enhance- social peace and stability. The implication of this is that, individuals, organizations Non Governmental Organisations (NGOs), government at all levels should strive and commit more resources to ensure the sustainability of the programmes. Hence, they are impetus to promotion of social-peace and stability in the nations.

2.1.8 Skill Acquisition Programmes Impact on Stimulating Youths and Adult Interests in Vocational Skills in Trades

Undoubtedly, the effect of poverty and unemployment is very harsh on youths. National Population Commission (2004) maintains that, youths constitute the highest percentage of Nigeria's citizenry. Also, youth are mostly confronted with poverty, unemployment and lack of skill acquisition training, most especially on trades. Akinyanmi (2006) maintains that the provision of training in skill acquisition programme (SAP) would help stimulate and deepen youths' interests in vocational skill acquisition in trades. Hence, it is one of the ways out of poverty and unemployment. Apart from the resultant effects positively on the micro-enterprise sector, Umar (2009) opines that, there should be planned vocational programmes, through which people could acquire some vocational skills in trades.

UNICEF (2004) maintains, that ignorance of the people on the need to pursue skill acquisition programme, that would give them the necessary skill development in trade, particularly resulted to hawking on the streets. Therefore, skill acquisition programme(s), which has or have potentials of giving training on vocational trades should be embraced by interested youths and adults for self employment for self-reliance, Also, the girl children, who have been exposed to the menace of street hawking.

Ogbonna (2013) maintains that self employment is a major strategy for economic survival in Nigeria. Hence, due to insufficient industries and institutions to provide employment, self-employment, especially for students and unemployed graduates requires simple vocational skills, such as, catering and cookery, decoration and event management, photography, tailoring and bread making, with which they can engage in micro-economic business ventures from which they would be able to provide for themselves the basic necessities of life, and as well develop and build their careers. He stresses that skill acquisition programmes would provide training and skills on trades, within the shortest period of time for the people to establish micro-business that, will cushion the effects of poverty and unemployment, among youths and promote economic growth. According to Ogbonna, (2013:18)

Skill acquisition programme would provide skills for the youths and interested adults on micro-economic trade, that will make them self employed and able to provide for themselves the basic necessities of life, such as, food, shelters and clothing.

Further, he stated that acquisition of vocational skills will enhance or stimulate acquisition of skills on vocational trades or micro-business, which will promote sustainable development, among the participants of the programme. In a nutshell, to Ogbonna (2013), skill acquisition programme will create self employment by training people on micro-economic trades. Self employment is a major strategy for survival in Nigeria, because the few industries on ground cannot adequately provide employment for the teeming unemployed graduates. Skill acquisition programme seems is, a practical solution towards this end in Nigeria.

Gambari (2011) stresses, that, the needs and aspirations of young people require attention, as no government would take the risk of ignoring youths' development. Hence skill acquisition programme is a panacea to youths' development in terms of providing and stimulating their interests in acquisition of skills on vocational trades and micro-enterprises. He states further that, skill acquisition programme is a prerequisite for socio-economic and industrial development. Gambari, (2011) maintains that if Nigeria is to attain the much desired socio-economic development by the 21st century, skill acquisition programme must be fully developed to give the relevant vocational skill on trade or micro-enterprises to the people. He however, reiterates that, there is no issue that should be addressed as a matter of urgent national importance than, that of skills acquisition on trades by youths. Hence, it will make youths become self-reliant, embrace self-employment and entrepreneurship culture.

The development of small scale enterprises, which will lead to self employment over and above medium and large scale enterprises as contained in Nigeria's 3rd and 4th National Development plans, can be realisable through the acquisition of vocational skills on trade. This can be only be possible, through skill acquisition programme (Gambari, 2011)

It is also observed that, skill acquisition programme has ability to give to the teeming unemployed youths practical competencies, know-how and attitudes necessary to perform certain trade or occupation in the labour market (African Economic Outlook, 2013). Therefore, the skill acquisition training programme of Ondo State Government is a means to stimulate the teeming jobless youths and adults towards acquisition of vocational training on trades and micro-businesses. Generally, investing in skill acquisition or knowledge is seeing by many governments as the cornerstone of developing an employable and globally

competitive work force. A skilled and knowledgeable work force will improve the investment climate, because skilled workers create an attractive economic environment for investors. The reform towards increasing investments in vocational skills development tends to be high in rapidly growing economies. Thus, skill acquisition programme has a very high prospect of stimulating youths and interested adults in vocational trades. It will also open doors to economically and socially rewarding job opportunities, thus, alleviating poverty and reducing unemployment.

Uwaifor (2009) opines, that skill acquisition programme will afford the trainees or tutees of the programme to acquire vocational skills in trade, which have positive implications in developing the micro-economy sector of the nation. The training in vocational skill in trade which the programme offers will definitely make unemployed youths in Nigeria have interest in acquiring vocational skill in trade. Hence, he maintains that, it will solve the problem of unemployment, among the youths. Unemployment is a serious social ill, with its numerous remote consequences like, hooliganism, 419 scam, stealing, prostitution, unstable homes and other anti-social vices. Skill acquisition programme helps to eliminate all these by promoting and stimulating youths and interested adults in acquisition of vocational skills in trade (Uwaifor, 2009). He therefore submits that industries, communities, religious organizations, labour unions and wealthy individuals in the society should be encouraged to contribute in both cash and kind to the growth and development of skill acquisition programme. A country, where there is an enabling environment and provision of training programme on skill acquisition on trade has a prospect of having an enterprising and vibrant micro-economic sector. Perhaps this is one of the objectives of the skill acquisition programme and entrepreneurial developments training programme of Ondo State Government. Thus, sustaining the interest of the youths in particular, and some interested adults into venturing into micro-enterprises or business.

Wenrich (1974) maintains, that skill acquisition programme has a broadening effect of promoting and stimulating youths' interests in acquisition of skills in trade, which will improve the micro-economic and enterprises sectors, positively. It is in this spirit, that the Ondo State Government skill acquisition programme was conceived and implemented. This, however, has a serious implication that, through the non-formal sector of education the interest of the youths and adults can be stimulated and sustained in participating in the acquisition of vocational skills programmes in trade.

Similarly, the formal educational setting may not be able to make provision for all that it will take to halt poverty, reduce unemployment and make the nation, a vibrant and

enterprising one in the 21st century. This best serves as one of the reasons for articulating skill acquisition programme by Ondo State Governments

2.1.9 Skill Acquisition and Entrepreneurial Development Training Programmes and Mobilisation of Micro-Credit

Poverty is seeing as bane to development (Okumadewa (2001) and Adisa, (2013). However, skill acquisition and entrepreneurial development training programmes are some of the interventional programmes, which are implemented to strategically address the issue of poverty. According to Adisa (2013:56)

Over the years, Government of Nigeria has embarked on series of policy and institutional reforms aimed at enhancing the flow of finance from the banking system to small and medium scale industries, as well as, those that, engaged in petty businesses (micro) activities. The conventional methods perceive micro activities as a bad risk, couple with the issues of high cost of fund and the short tenure nature of those funds. Since, robust economic growth cannot be achieved without putting in place well focused programme to reduce poverty, through empowering the people by making them to have access to credit.

Through skill acquisition, managerial skill and entrepreneurship development s government has made micro-credit loan accessible to interested entrepreneurs, through a comprehensive training on how to access loan and use it judiciously for micro-enterprises or small scale businesses. With sufficient fund at entrepreneurs' disposal they will cross the rubicon of poverty. Through skill acquisition and entrepreneurial development training programmes micro-credit facilities will be provided for the artisans, hairdressers, roasted plantain sellers and small producers, such as, blacksmiths and welders (Adiza, 2013). The skill acquisition and entrepreneurial development training programmes have potentials and prospects of offering skill and training to people in the rural and urban areas in other to increase their financial savings for micro businesses; reduce the vulnerability of poor to external shocks and improve their financial standing.

Skill acquisition and entrepreneurial development training programmes are meant to tackle poverty by creating an institution, which will break the bottleneck of inaccessibility to credit, mobilised deposits to reduce money that are in informal sectors of the economy and improve access to financial services tailored to meet the need of the poor and enhancing micro-enterprises. Inability to access micro-credit or provide enough capital base for businesses is one of the major challenges militating against the entrepreneurs, which skill acquisition and entrepreneurial development training offers skill or training on.

FGN (2013) observes, that through vocational skill acquisition programme youths and interested adults can gain experience and enhance their capacities in three major areas, identified as; lack of adequate skills, lack of prerequisite experiences and lack of access to finance for youth entrepreneurs. The participants of skill acquisition and entrepreneurship programmes, would be better prepared to face the challenge of the job market, because they would be equipped with skills and experiences, and will have the option of available finance for self employment. It is in line with this that, Ondo State Government embarked on Skill acquisition and entrepreneurial developments training programmes, which mobilisation and provision of micro-credit and other resources are components of the programmes. Through the programmes, its clientele will acquire practical skills on how to access loan from the various sources for entrepreneurial activities.

Also, it is in this spirit that Federal Government of Nigeria got support from the Commonwealth Secretariat in strengthening entrepreneurship development programme. The goal of the programme is to expand employment creation, through entrepreneurship, micro-credit, agro-allied and vocational skill acquisition programmes. Also, to reduce unemployment and alleviate poverty in Nigeria. FGN (2013) stresses, that entrepreneurial skill enhancement programme will facilitate access to micro-credit and medium enterprises to all the resources required for their development in the country. Thus, there is link between the provision and acquisition of entrepreneurial training and finance for small scale businesses.

World Economic Forum (2008) opines, that entrepreneurial training programmes offers training in the mobilization of micro-credit to the entrepreneurs, which traditional financial institutions cannot make available for them. This refers to loans, under \$25,000. The skill acquisition and entrepreneurial development training programmes therefore, are essential tools in stimulating entrepreneurial activities through provision of training capable of helping the entrepreneurs to mobilize loans and credits and create their awareness on sources of fund available from government and private sector institutions for their businesses. Also, encourage them to access micro-credit facilities based on the capabilities of their enterprises (Bureau of Small and Medium Enterprises Development, 2011). This will alleviate poverty through micro-entrepreneurial activity, support employment generation, promotion of entrepreneurship and facilitate easy access to credit services to finance and entrepreneurial activities for their livelihood. Corroborating this, Claudia, Esterban & Jamie (2012) maintain, that micro-entrepreneurs are capitally constrained. Hence, they lack skills on loan sourcing.

Also, increasing their assess level could boost their income generation capacities. Equally, access to financial sector, through loans imposes a risk on the individuals and usually requires large short-term returns to make regular payments. Entrepreneurial training programme make provision for the mobilisation of micro-credit and other resources for vibrant entrepreneurial activities. Hence, the programme is capable of giving the skills required for sourcing or mobilising capital required to generate income as independent workers. Apart from micro-credit provision, the programme will make the beneficiaries of the programme acquainted with business practices and they would be able to carry out their own entrepreneurial activities, which wii have effects on poverty reduction and employment generation for the people.

In conclusion, the skill acquisition and entrepreneurial development training programmes of Ondo State Government is not unconnected with the provision, mobilization of micro-credit and other resources towards sustaining the micro- enterprises or business in the state. Also, apart from the traditional financial institution, non-formal education programme(s) can be used to mobilise micro-credit loans for entrepreneurs in Ondo State.

2.1.10 Skill Acquisition and Entrepreneurial Development Training Programmes and Adoption of Local Technology

It is truism, that Nigeria is one of the developing nations of the world. Technologically, the country is backward. Henvve, the country 21st century is still relying on the developed nations for survival. The present revolution driven toward technological advanced society, therefore, calls for the need to improve the country technologically, for sustainable development (Eke, Igwesi and Orji, 2011). According to Agagu (2007: 98)

Real development involves the capacity and increase capacity of the people to transform effectively national resources into goods and services through the amalgamation and practical application of their creative talents and productive labour force. Hence, technology and entrepreneurship education are the bedrocks for national development and roadmaps for achieving the vision 2020 for Nigeria.

He therefore strongly maintains that, for Nigeria to achieve the national goal of vision 2020, there should be total restructuring and integration of vocational skill based educational system into the educational curriculum for self-reliance, capacity building and technological advancement of the country. Section 1 of the Nigerian National Policy on Education (FGN, 2004). The implication of this is that, there is a dire need for education to be directed towards

inculcating practical skills and competences necessary for self-reliance, capacity building and national development.

Nnenji (1992) defines education as learning experiences, which equips individuals with the skill to manipulate their natural and man-made environments for the good of all members of the society. Nwogu (1988) however, notes that, the worth and might of any nation is determined by the level of her technological sophistication to enhance technology. Therefore, Nigeria educational system needs to be refocused towards technology and functional education (Uzoagulu, 1994)

However, it has been observed by many scholars on the position of formal system of education and technological advancement, most especially, the adoption of local technology, that gap still exists. In a simple term, formal system of education may not be capable to give the desirable vocational skills for the people to improve the technological sector of the country. The realisation of this fact, informs the development and invigoration of various skills acquisition programmes on different vocations and entrepreneurial development training programmes in order to improve the economy and technological sector of the country.

Thiegbulem (1992) posits, that acquisition of entrepreneurial and vocational skills are basic factors in technological advancement of any nation. On realising this, the Federal Republic of Nigeria (FRN, 2004 and 1998) report that:

Efforts were being put on ground at all levels of government towards ensuring, that Nigerians acquire the much-needed technical (practical skills), acquiring these, individuals will be self-employed.

FGN (2004) stresses that by giving the necessary vocational skills to the people would lead to production of craft men, technicians and skilled personnel, which would be enterprising, self-reliant and bring about development in the technological sector of the country. Corroborating this; Nwamaka and Amachile (2011) contend that, effective training in skill acquisition had increasingly contributed to the technical excellence and economic self-reliance of industrialised nations. Ezeji and Okone (1999:77) also stress, the importance of skill acquisition in the national growth by stating that;

Nigeria social and economic problems would be drastically reduced, if people are given adequate vocational, in skills, raw materials, machineries and equipments.

They express further that, it is only with skilled men that materials can be harnessed, manipulated and transformed into products. With quality skill acquisition programme in

countries like America, Britain, Germany and Japan have rehabilitated drug addicts, school drop-outs and several destitutes were rehabilitated and they eventually contributed meaningfully to the development of high volume of productivity in their countries.

Gambari (2011) notes, that skills development has been man's means of materials transformation from the earliest time. Gambari (2011) citing Diagbo (1989) emphasizes that it takes hands and minds to apply the knowledge and techniques, effectively. For example, in the medieval times, apprenticeship becomes a normal method of entry into craft guild. The industrial revolution brought with it, the factory system with historical effects and increasing application of science and technology to goods manufacture and services with more emphasises on industrial skills. These shifts demanded a wide spectrum of technical and professional personal craftsmen, engineers, production specialists, managers and so on. In this regards, skill acquisition and entrepreneurial training programmes become very relevant. Skill acquisition will enable people to acquire practical vocational skills that will enable them to use resources available around them for local technology. For example, training people blacksmithing, and so on, skill acquisition programme offers this opportunity.

Therefore, it is in recognition of the vacuum, that exists in vocational skill acquisition that spurred government at all levels into synergy of efforts with some international agencies towards articulating a sustainable skill acquisition programme in different vocations for self-reliance, eradication of poverty and make people capable of making use of local materials for advancement of local technology.

It can be concluded that, the skill acquisition and entrepreneurial development training programmes initiatives of Ondo State Government, among others are implemented towards promoting the adoption of local technology by giving people the practical skills for such. Similarly, it is a practical demonstration of the fact, that the nation technology of nations can be developed through the non-formal sector of education. Hence, the programmes in Ondo State, under the edict that established them put the skill acquisition programme under the Ministry of Adult Education, Technical and Vocational Education.

The various poverty alleviation and economic policies to reverse the poverty status of Nigeria and her citizenry have not received applauded results in the past. Skill acquisition and entrepreneurial development training programmes are therefore, designed and implemented in the country as interventional measures to reduce poverty by giving entrepreneurship and vocational skills to the people, thus, resulting to self-reliance and boosting the capability to generate income. Entrepreneurship education or training entails philosophy of self-reliance, such as, creating a new cultural and productive environment, as well as, promoting new sets

of attitudes and culture for the attainment of future challenges (Anyandike et al, 2012). Ogundele (2000) asserts, that entrepreneurship training or education is a gateway to wealth creation in Nigeria.

Matami and Awodun (2005) note, that if Nigeria is willing to move out of her high level of unemployment and ravaging effect of poverty, rapt attention must be given to development of entrepreneurship culture among the people. This also suggests that, entrepreneurship training has potential to reduce poverty and improve the standard of living of Nigerians. Hence, entrepreneurship training offers orientation in the development of entrepreneurship skills, as well as, effective and efficient application of the skills to business management. Osuagwu (2002) and Ogundele (2007) posit that, entrepreneurship training would induce even development in Nigeria. Also, reduce importation of manufactured goods and increase the trade deficits that result from such imports. Aina and Salako (2008) opine that, entrepreneurship training would make individuals seek investment opportunity profitably. Training is described as a process of systematically acquiring job related knowledge, skills and attitude in order to perform, with effectiveness and efficiency, specific tasks in an organisation (Mullins, 2010)

2.1.11 Skills Acquisition and Entrepreneurial Training Development Programmes of Ondo State

Ondo State is located in the South - Western part of Nigeria. The state lies, within the Latitudes of 50, 451 and 80, 151 North and Longitudes 40, 451, and 61 East. It is bordered in the North-West by Ekiti and Kogi States, West-Central by Osun State; North - East and East Central by Edo State; South – West by Ogun State and South – East by Delta State. The Southern coastline rests on the Atlantic Ocean with considerable territorial water off-shore and is rich in aquatic and mineral resources of significant importance (ODSG, 2005).

The state is naturally endowed with abundant natural mineral resources. Geologically, Ondo State's rock structure is made up of the pre-cambrian crystalline basement complex which forms part of the main Nigerian rock mass. These crystalline rocks are fairly mineralised with some evidence of gold and iron-ore. Both rock types occupy more than 80 per cent of the rocks in the state. There are also younger rocks of sedimentary origin in most of the Southern end of the state, which are found to be endowed with such minerals like, limestone and petroleum. Ondo State soil is of high natural fertility, which favours cocoa production and other cash crops as evident in her long history of cocoa production in Nigeria (Agagu, 2007).

The climatic condition in Ondo State's follows the pattern in South Western Nigeria, where the climate is influenced mainly by the rain bearing South -West monsoon winds from the ocean and dry North-West winds from the Sahara deserts, high temperature and high humidity also characterised Ondo State climate. These facilitate the growing of plantain, cowpeas and groundnut and variety of food crops like, cassava, yam, maize, melon and sweet potatoes

Also, the state is endowed with high rainfall, which varies from about 2,540mm a year in the South - Eastern strip to 2,032mm along the remaining coastline, 1,524mm in the middle part and 1,270mm along the Northern part of the state. Generally speaking, Ondo State is blessed with natural mineral resources such as: kaolin, bitumen, glass sand, rivers, forest, timbers and crude oil. Considering the climatic condition of the state and mineral resources the state is endowed with the state is expected to be very buoyant and economically developed. However, majority of the citizens are very poor. The health care delivery is deficient and lacks the capacity to cope with the burden of health problems and other basic infrastructural facilities are similarly grossly inadequate (ODSG, 2005).

Agagu (2007) notes, that the high rate of unemployment and under development in Ondo State is disturbing. Many men and women are jobless in the state. This situation increases crime rate on a daily basis in the State. Many jobless youths resort to kidnapping of well-to-do people in the society, prostitution becomes a popular business among ladies. After a long political interregnum in which the military held sway, with the return to civilian rule in 1999 Ondo State in a desperate effort to reduce poverty within the shortest possible time and create wealth, initiated series of poverty reduction programmes to strategically eradicate poverty and improve the standard of living, among the people.

One of the measures and methods geared towards achieving this goal is the establishment of at least one skill acquisition centre at each of the 18 Local Government Areas (LGA) of the state. This will enable people to acquire appropriate vocational skills of their choices, within a period of six to twelve months, minimally. This will also enable them obtain sufficient training and subsequently set up their own business, create employment with its multiplier effects on the overall economic development of the state. The implementation of this programme is aimed at reducing unemployment, rural-urban migration, crime rate and increase the standard of living of the programme beneficiaries. It will also reduce the incident of capital flight, because some of the artisans and craftsmen in the state are non-indigenes. The target participants are: young school leavers, unemployed graduates of Polytechnics,

Colleges of Education and Universities, as well as, matured individuals, retired civil servants and ex-servicemen etc.

As part of its implementation, necessary equipments were procured, distributed and put into use by supervisors, trainers and trainees in the eighteen (18) centres of the programmes. There are different skills these programmes offer to its participants, such as, honey making, chalk making, cloth wearing, fashion designing, net making, wrist - watch and hand set repairing, house decoration, shoe making and hair dressing. However, for the participants of these skills, the following parameters are to be considered: specific economic activities in the trainees' localities; social groups' preference (women, youths and hosts); traditional activity pattern and life style, existing training programmes and projects in the state (ODSG, 2005). According to Agagu (2007);

The Ondo State skill acquisition programme is a short-term programme aimed at alleviating poverty among the unemployed. The government believes that training, re-training capacity building and re-orientation of the unemployed with a view to empowering them with skills for vibrant productive entrepreneurial and small business development is very important. The establishment of different trades will facilitate the creation of artisans and craftsmen, which will form the nucleus of the expected industrial revolution in Ondo State. This will promote employment, self reliance economically, among others.

NDE (2003) notes, that vocational skill acquisition would facilitate innovation and creativity, self-reliance and independence on a long-term basis. Also, it will provide Nigerian youths and adults with vocational skills, which would make them cope with the technologically fast changing world. This however, informed setting up National Directorate of Employment (NDE) in 1986 to address the issue of unemployment accentuated by lack of vocational skill by unemployed youths and adults. Omorunyi and Osunrunde (2004) suggest that skill acquisition training and development require effective planning.

Gambari (2009) stresses, that there is no issue, which should be addressed as a matter of urgent national importance, than that of skill acquisition by the youths, considering the failure of our basic education to yield expected positive results with its antecedent consequences, such as, armed robbery, militancy and kidnapping. He further says that, if third world countries, especially Nigeria would be economically self reliant, they must necessarily diversify their economy, and encourage youths to embrace self-employment, through appropriate favourable policy, that could facilitate acquisition of entrepreneurship training for self-reliance. The importance of skills acquisition as a panacea to youths' unemployment

cannot be over-emphasised. The needs and aspirations of young people require attention, as no government would take the risk of ignoring youths' development.

The youths are invaluable materials in nation building. Hence, they are the leaders of tomorrow. As such, it is the responsibility of all stakeholders in the national development project consisting of the government, non-governmental agencies, international development partners, wealthy individuals, organised private sectors and parents to see that youths in their early years are properly nurtured, through skill acquisition in preparation for their effective roles in the society.

This therefore, entails multi-dimensional approaches involving all stake-holders in the developmental and implementation processes. Gambari (2005) submits that, the restructuring of the nation's education curriculum and mass mobilisation of youths for a change of value system and pro-activeness to skill acquisition is a factor for change of values and personal intellectual development.

Diejonah & Orimolade (1991); Daibalem, Oni & Adekola (2000) stress that, lack of skill acquisition among the youths inhibit their development and the entire development of the nation. They maintained that Nigerian youths are contending with poverty, unemployment, urbanisation, lack of capacity and skills needed to move the economy forward. These realities expose youths in Nigeria to lack of any meaningful means of a sustainable livelihood. Some of them resorted to involving themselves in prostitution (both male and female), and other nefarious and heinous acts. Therefore, entrepreneurship and skill acquisition knowledge should be accommodated in the Nigeria's curricular for formal and non- formal systems of education.

History of Skill Acquisition Programmes in Ondo State

The skill acquisition programme being run in Ondo State, through the State Ministry of Adult, Technical and Vocational Education was conceived and implemented, soon after the country returned to a full democratic rule in 1999, through the Department of Vocational Education of the Ministry (ODSG, 2005). Hence, Ondo State Government perceived poverty and unemployment as critical issues to be hurriedly addressed in the state. Similarly, as part of plans of the new civilian government to fully commit to their electioneering campaign promises, which include; improving the quality of living, poverty, make people to be self-reliant by empowering people with skills for vibrant productive activities on various vocations.

At the inception to the programme, it was being run through the Non-Formal Education Agency in the state in collaboration with National Directorate of Employment

(NDE). Under the present administration in Ondo State, the programme is being run through the newly created Ministry of Adult, Technical and Vocational Education. Skill acquisition centres were established in each of the 18 Local Government Areas of Ondo State to train interested individuals to acquire appropriate skills on vocations of their choices. Akinsuroju, (2012) maintains that skill acquisition programme is very crucial to the economic transformation and virility of the state, since it is basically geared towards self-employment and poverty eradication. The objectives of skill acquisition programme in Ondo State are:

- i. to stimulate the interest of youths and interested adults in the state in vocational trades through the provision of training at designated centres and the provision of micro-credit loan to successful graduates .
- ii. to train unemployed youths in simple vocations, so as to make them self-reliant.
- iii. to encourage productive entrepreneurial and management of small business skills.
- iv. to assist in the development of the downstream industries.
- v. to encourage the adoption of local technology.
- vi. to stem the rate of rural – urban migration and
- vii. to enhance social -peace and stability.

The target participants are:

- i. Young school leavers
- ii. The artisans
- iii. Unemployed graduates of Polytechnics, Colleges of Education and Universities, as well as, matured individuals, retired civil servants and ex-service men.
- iv. The vulnerable, widows, the non–privileged, physically challenged etc.

ODSG (2005) opines that as part of the overall planning and implementation strategies, a number of factors were considered in choosing the various vocational skills taught at the centres of the programmes. These include; but not limited to parameters, such as resource based locations, gender inclined, traditional values, individual choice, partnership, NGOs, as well as the cherished contributions by the traditional institutions in Ondo State.

The skill acquisition programme in Ondo State offers training in the following vocations, within the range of six months to a year:

- i. food processing
- ii. soap, tie and dye
- iii. chalk making
- iv. fish farming/net making
- v. fashion designing

- vi. catering services
- vii. cassava processing
- viii. cloth weaving
- ix. hat and bead making
- x. hair dressing
- xi. barbing salon
- xii. block laying and concreting
- xiii. oil processing
- xiv. wood work etc.

The duration for the programme ranges between six months to a year. The implementation of the programme involves collaboration between state and Local Governments on the other hand, and logistics supports of the Non-Governmental Organizations (NGOs) (ODSG, 2005).

As stated in the implementation strategy of the programme in Ondo State. The state government shall be performing the following responsibilities:

- i. provision of training equipments and tools
- ii. enhancement of honoraria to supervisors and trainers.
- iii. provision of fund for final examination
- iv. capacity building
- v. exhibition of financial products at local, state, national and international trade fairs.
- vi. erection of buildings
- vii. empowering successful graduates with credit facilities after satisfying laid down guidelines.
- viii. conducting entrepreneurship development programme (EDP) training for graduands after which graduates will become eligible for credit assistance from the state micro-credit agency, Nigeria Agricultural Co-operative and Rural Development Bank (NACRDB) and other funding agencies.
- ix. facilitating the formulation of trainees with viable co-operative societies.
- x. linking up with interested financial institutions for credit opportunities for the graduands
- xi. resettlement loans are expected to be provided for graduates in form of equipment assistance and take-off fund to be repaid over a period of time. While, the responsibilities of Local Government Councils are:
 - i. provision of land for construction of buildings.

- ii. provision of support staff e.g. security and gardeners.
- iii. provision of counterparts contribution in cash for the establishment and running of the skill acquisition centres.
- iv. provision of adequate security for equipment and other assets to skill acquisition centres.
- v. provision of empowerment to graduate is
- vi. provision of stipend in form of transport allowance to trainees (ODSG, 2005).

Akinsuroju (2012) notes that skill acquisition programme in Ondo State offers creation of employment through training and re-training of people on skills in various vocations. At the completion of the programme the successful graduates will be sent to Ministry of Commerce and Industry for training in entrepreneurial activities

History of Entrepreneurial Development Training in Ondo State

Sequel to the return to democratic rule in Nigeria in 1999, Ondo State Government put in place a number of poverty and unemployment reduction programmes to reduce these ugly trends in the state to the barest minimum level, if not totally eradicated. These include; skill acquisition programme and the issuance of loans to potential entrepreneurs and farmers to run small or medium scale enterprises to enable people become self-employed and be self-reliant, through the various micro-credit schemes (ODSG, 2005).

As a way of preparing potential beneficiaries for a successful business life, a well articulated Entrepreneurial Development Training Programme (EDP) was put in place to enable people exploit opportunities which abound in their environment and in the state at large. The (EDP) programme is being run by the State Ministry of Commerce and Industry, through the Department of Investment Promotion and Development of the Ministry in collaboration with the National Directorate of Employment (NDE) (ODSG, 2005). The programme is carried out in all the 18 Local Government Areas of the state, within three months, specifically, at the headquarter of each Local Government Council for convenient numbers of people and at regular interval for effective coverage. The communicative effort of the training will be evidenced in

- i. innovation and creativity.
- ii. personal entrepreneurial attributes.
- iii. your business idea
- iv. feasibility study
- v. you and the economy
- vi. forms of business

- vii. business planning.
- viii. personal requirement
- ix. costing
- x. producers and services
- xi. social responsibility business
- xii. financial planning
- xiii. management of working capital
- xiv. record keeping
- xv. start-up capital
- xvi. time management
- xvii. accident prevention and occupation safety
- xviii. cooperative societies
- xix. business profiles in Ondo State.
- xx. A step by step guide to preparing feasibility study for starting your own business.
- xxi. How to access Ondo State Micro-credit Agency (OSMA) Loan (ODSG, 2006).

The following are the objectives of the programme.

The programme is principally aimed at capacity building in entrepreneurship. It is meant to train the clientele of the programme in the following areas, as well.

- i. Identification of business opportunities and gaps in the market that can be tapped for economic advantages;
- ii. Mobilization of finance and other resources for doing business;
- iii. Organization, implementation and management of business;
- iv. Coping with uncertainties and risks of business;
- v. Inculcating the spirit of enterprise management in target groups; and
- vi. Encouragement of self-employment as a conscious and deliberate choice for self-reliance.

The programme has the following, as target groups

- i. Unemployed young school – teachers including graduates of tertiary institutions.
- ii. Artisans in quest of knowledge.
- iii. Graduates of skill acquisition centres, and
- iv. Other interested citizens of the state (ODSG, 2006).

2.1.12 Entrepreneurship Education and Skill Acquisition Training Programmes for Self- Reliance and Income Generation

The funding and running of entrepreneurship education or training and skill acquisition programmes in Nigeria by the different agencies of non-formal education is not unconnected with a strong desire to wipe-out poverty, making Nigerians self-reliant and boosting their income generating capacities or potentials. There is no gain saying that, million of Nigerians are very poor. UNESCO (2010) reports that, 80% of Nigerians are living in abject poverty and menace of squalors. Dike (2002) asserts, that Nigeria has a very low per capita income. Undoubtedly, Nigeria is a poverty stricken nation.

The various poverty alleviation and economic policies to reverse the poverty status of Nigeria and her citizenry have not recorded applauded results in the past. Entrepreneurship training or education and skill acquisition programmes are therefore designed and implemented in the country as interventional measures to reduce poverty by giving entrepreneurship and vocational skills to the people thus, resulting to their self-reliance and boosting their capability to generate incomes. Entrepreneurship education and training entails philosophy of self-reliance, such as, creating a new cultural and productive environment, promoting new sets of attitudes and culture for the attainment of future challenges. Ogundele (2000) asserts that, entrepreneurship training or education remains the gateway to wealth creation in Nigeria.

Matami and Awodun (2005) note, that if Nigeria is willing to move out of the disturbing high level of unemployment and ravaging level of poverty, adequate attention must be given to the growth of entrepreneurship. In other words, that entrepreneurship training has potentials to reduce poverty and improve the standard of living of Nigerians. Hence, entrepreneurship education or training offers orientation in the development of entrepreneurship skills, effective and efficient application of the skills in business management. Osuagwu (2002) and Ogundele (2007) posit, that entrepreneurship training will induce even development in the Nigeria. Also, it will serve as a catalyst to increase the rate of economic growth, create job opportunities, reduces import of manufactured goods and increase the trade deficits that result from such imports. Aina (2008) opines that entrepreneurship training will make individuals seek investment opportunity, profitably.

Training is described as a process of systematically acquiring job related knowledge, skills and attitudes in order to perform with effectiveness and efficiency specific tasks in an organisation (Mullins, 2010). He classified such skills as follows;

- i. Technical skills
- ii. Business management
- iii. Personal entrepreneurial skills.

Ogundele, (2012) maintains that entrepreneurship training or education is very crucial at boosting productivity, motivation, creating employment and prosperity and revitalising economy of a nation. Also, it facilitates wealth creation, income generation and self-reliance. In Nigeria, the decision of many tertiary institutions to include entrepreneurship education or training among their existing courses is the desire to produce graduates that will be self-reliant and job creators and not job seekers. Ogundele (2004) stresses, that a corollary exists between entrepreneurship education or training and improved income generation.

Awogbenle & Iwuamadi (2010) assert that entrepreneurship training is a short term invention mechanism aimed at addressing the problem of searching for non-existing jobs, and the urgent need to orientate people, particularly the youths on imbibing self-employment and entrepreneurship, through vocational and entrepreneurial training programmes. Thus, entrepreneurship development or training is specifically designed for the people to inform them about world of business and opportunities to create their own business or self employment, creating employment opportunities and being employers of labour. These are the major goals of entrepreneurship training in addition with income generation. Employment is the life wire of any economy. Human development will definitely be grossly undermined and impeded, without employment (NEEDS, 2004).

Similarly, a link exists between vocational skill training or acquisition and income generation. Income generation takes many forms originally, it was a term used only by the economists to explain the intricacies of a nation's economy. However, it is now widely used to cover a range of productive activities by people in a community. Income generation simply means gaining or increasing incomes (UNESCO, 1993). Income generation capacity of Nigerians is averagely low. Therefore, vocational skills acquisition programmes is one of such programmes designed, conceived and implemented to upgrade vocational skills and enable Nigerians embark on income generating activities. The vocational skill acquisition training or programmes in Nigeria, and that of Ondo State in particular is aimed at providing opportunities for continuous upgrading of vocational knowledge and skill for gainful employment. Also, to develop team-spirit for working together for a sustainable social and economic growth (UNESCO, 1996). Vocational skill training programmes of Ondo State has the following as objectives or targets;

- i. Enhancing the productivity of people employed in some vocations or others.
- ii. To develop saleable skills and competencies for immediate job employment
- iii. To develop trade and enterprise skills for self-employment, either singly or in partnership with others.

- iv. To upgrade skills for re-employment in upcoming areas, as a result of changes in technology, industry and the world of work in Ondo State Government (ODSG, 2005). Thus, the thrust of vocational skill training is increasing capacity skills to carry out income generating activities effectively. Also, to provide a forum for teaching skill in income generating to its beneficiaries.

World Vision Campodia (2010) asserts, that vocational skills training is purposely to improve family's income generation by promoting vocational skills, especially local resources. The programme will help vulnerable families, especially youths, who had previously dropped-out of formal education, poor families, female headed families, ethnic minorities' households and households with members who are involved in income generating activities. This seems to be the priority of vocational skill acquisition in Nigeria, particularly in Ondo State.

In conclusion, skill acquisition and entrepreneurial development training programmes globally have goals of developing entrepreneurship culture, and skills among its beneficiaries. Also, it is aimed at giving the needed vocational skill training for occupational productivity. These in adverse effects will have positive impacts in terms of stimulating the economic growth of the nations, reducing unemployment, eradicating poverty, boosting the income generating potentials and making it clientele self-sustainable, economically. These are the reasons, which governments at various levels in Nigeria have synergised efforts with the different providers of entrepreneurship and vocational skills training programmes, most especially in the new millennium.

It also in this spirit that Ondo State Governments, since the return to civilian rule, after a long period of political interregnum took initiatives of providing these programmes at the "nooks and crannies" of the state with the aims of curbing high rate of unemployment, tackling the pervasiveness of poverty, job creation, making the people of the state self-reliant economically, fast-tracking the pace of economic growth of the state, wealth creation and boosting the income generation potential of the people of the state through these programmes. These are clearly spelt out in the blue-print of entrepreneurship and vocational skills training programmes of Ondo State (Ondo State Government, 2005). Agagu (2007) notes, that the programmes will go a long way to curb social-vices, among the teeming jobless people, most especially the youths, in the state.

2.1.13 Vocational Skill Training and Economic Growth in Nigeria

Ronald (1971) asserts, that the assumption that there is a uniquely correct or at least a uniquely appropriate definition of economic growth openly invites a very fundamental type

of criticism. Schumpeter (1934) notes, that economic growth is a gradual and steady change in the long-run which comes about by a gradual increase in the rate of savings and population. Schumpeter's view on economic growth is widely accepted and established by majority of Economists.

Kindleberger (1965) notes, that economic growth means more output. Friedman (1972) defines economic growth, as a quantitative sustained increase in the countries per- capital and volume of trade. Thus, economic growth can be seen as increase in a country's productive capacity, as measured by comparing Gross National Product (GNP) in a year with the GNP of the previous year. Kuznets (1967) opines, that economic growth is a long-term rise in capacity to supply increasingly diverse economic goods to its population, the growing capacity based on advancing technology and the institution and ideological adjustment that, it demands. The three components of this definition are:

1. The economic growth of a nation is identified by sustained increase in the supply of goods.
2. Advancing technology is the permissive factor in economic growth, which determines the growth of capacity in supplying diverse goods to the population.
3. For efficient and wide use of technology and its development institutional and ideological adjustment must be made to affect the proper use of innovations generated by advancing stock of human knowledge (Kuznets, 1967).

Jhingan (1966) stresses, that economic growth is determined by two types of factors, namely; economic and non-economic growth. Non-economic growth is dependent upon its natural resources, human resources, capital, enterprise, technology and so on. Umar (2012) stresses that, economic growth in Nigeria has truncated history. Emeka (2012) notes, that the recent rating of Nigeria as the third fastest growing economy in the world is questionable. Most especially, when the indices for economic growth is put into consideration which he states as income per capita employment/unemployment rate schools per capital, electricity per capital, hospital per capital, airport per capital, number of telephones per- capital, road network and so on. However, Emeka (2012) questions, on the rating statistics, which puts Nigeria's sensitive Gross Domestic Product (GDP) at 7.8 per-annum. Emeka (2012) further argues that, modern days agricultural activities and harnessing the full potentials are still at infantile stage; Nigeria imports bills have not abated, unemployment and inflation are still very high in Nigeria, and so on. All these portend that, the Nigeria's economic growth rating at 7.8 Gross Domestic Product is very paradoxical and ironical.

Emeka (2012) attributes the low economic growth of Nigeria to the gap that exists between investments and savings. They however, stressed that, Nigeria's Gross Domestic Product GDP has always been higher than Gross Capital Formation (GCF) resulting to the growth rate of the economy at a dismal level rate. Indeed, Nigeria's economy is now leaning towards over reliance on foreign economy, both in consumption and investment patterns. Little or no effort is being made at mobilising domestic savings for domestic investment. Thus, resulting to overcrowding of domestic investment by the foreign investment. Soludo (1998) & World Bank (2006) stress, that there is need to increase the tempo of investment that, would lead to higher growth rate as in the case, with Asian Continent to register increased growth and development in Nigeria. WB (1999) notes that, Nigeria's investment/GDP ratio which has 22.9 per cent in 70's, 16.5 percent in 80's, 19.8 per cent in 90's, is averagely below compared to the benchmark of international investment GDP ratio of 20 per cent that is believed to propel an economy to the path of growth and development. According to Soludo (2008: 89);

The structural adjustment programme adopted in 1986 brought about temporary relief, with real growth averaging over 8% per annum, between 1988 and 1990. Despite the introduction of Structural Adjustment Programme in 1986 to resuscitate the economy as recommended by the World Bank (WB), the growth of GDP in the economy could not attain two digits throughout the 80's except in 1988. The 1990's however, witnessed a nearly complete stagnation, with average income growing at a rate level, less than half a percentage point per-annum, and throughout the 90's it has the highest of 8% in 1990 and since then fell to zero per cent in 1994 and 1% in 1999. It increased, to 5% in 2000 and 11% in 2003 and thus decreased through to 200.

Corroborating this, Adeosun (2010) notes, that Foreign Direct Investment (FDI) has impact on Nigeria's economic growth, he therefore maintains that government should strive for a conducive environment for foreign investment, through appropriate fiscal, monetary and general economic policies and stable political environment. Adeosun (2010) stresses that, investment is the most strategic factor which influence economic growth in any country. He maintains, that this has been supported theoretically and empirically. He also, maintained that in Nigeria, there has been deficiency in the capital investment needed to increase level of investment and also in other Less Developed Countries (LDC). He attributed this to factors like; weak financial system, which cannot properly mobilized funds internally and low level of entrepreneurial spirit, among local entrepreneurs.

Todaro (1999) defines Foreign Direct Investment (FDI) as large multinational cooperation with headquarters in the developed countries. Todaro (2009) sees FDI as a distinctive feature of multinational enterprises. Dolan et al (1991) notes, that, economic growth is most frequently expressed in terms of increase in Gross Domestic Product (GDP), a measure of the economy's total output of goods and services. Without an "iota of doubt" services in Nigeria is very low. Chijokei (2010) notes, that inflation is one of the factors inhibiting economic growth in Nigeria. A high level of inflation disrupts a smooth running and functioning of a market economy (Krugman inflation exerts a nearly toll on those with fixed income. Inflation relatively favours debtors, at the expense of creditors (Rotemberg, 1982 and Yap, 1996).

Yap (1996) notes, that inflation has negative impacts on economic growth, and affects economic activities at the macro-economic level. This is often the experience in Nigeria. Inflation has permanently characterised economic growth in Nigeria. This is not limited to Nigeria's alone, but other developing nations. Many scholars have also carried out empirical studies on the relationship between inflation and economic growth of nations and they have found it to be very negative (Barro et. al, 1995; Malla 1997; Shintundu and Luranda, 2000; Faria and Carneiro, 2001 and Sweidan 2004),

Saeed (2007) maintains, that a high trend of inflation has negative effects on firms, which has adverse effects, negatively on economic activity of a nation. Putting into a consideration some fundamental factors determining economic growth in Nigeria, it is obvious that, the country's economic is very low. It is on this basis that, governments at all levels have conceived, designed and implemented vocational skills training programmes in Nigeria towards accelerating and fostering economic growth, improve standard of living, poverty alleviation and boost wealth creation, among others. Dike (2009) notes, that vocational skill acquisition or education has impact on human resources development, productivity and economic growth. He attributes high rate of poverty and unemployment to neglect of this sector in Nigeria. The industrial and economic growth and development of the Western or developed nations of the world is attributed to the attention given vocational skill acquisition or vocational education (Dike, 2009).

Friedman (1982) and Okoro (1993) assert, that vocational skill training will provide people, most especially students the vocational skill to become productive entrepreneurs and engender creative and innovative ideas that would foster economic growth. Dike (2009) stresses that, by setting up vocational skills training centres, people would acquire some skills, that would improve their productivity and advance their values (wages, salaries and

benefits) and create job opportunities for Nigerians. He therefore attributes poor economic growth in Nigeria to poor funding of this sector. World Bank (2009) asserts, that vocational skill development or training needs to be developed and policy towards achieving this should be put in place in Nigeria. Hence, vocational skills training will boost labour demand and improve labour supply. This should also be complemented with liberalization of trade policy and replacing imports bans with tariffs. This will positively stimulate economic growth of the country, Nigeria.

NDE (1993) posits, that vocational skill training would go a long way to improve technological growth, reduce unemployment by a wide margin. NDE (1993) further notes, that vocational skill training programme will only be achievable, if the following are put into consideration.

- i. Needs assessment to determine types of jobs to be created.
- ii. Strategies of matching the trainees with the jobs availability.
- iii. Job centres, where trainees will register to undergo the training
- iv. Need for private – public sectors collaboration to ensure the success of vocational job opportunities, among others.

Chikaire, Orusha, Onogu and Okafor (2011) assert, that vocational skill training is cardinal to the economic growth of any country, the programme will improve the economic status of the country, and welfare of the people, trigger entrepreneurship which would eventually results to job creation. They also note, that vocational skill training would satisfy the need of the society by filling the required positions necessary for the efficient operation of the economic system, as well as the needs of individuals to find personal satisfying positions in the occupational structure.

Adefaye (2005) opines, that Nigeria is manifesting abysmal industrial performance record over the years, because of the country's inability to harness its resources to spawn on organic sustainable development and alleviate poverty. He views vocational skill training as a panacea to this unsavory situation in Nigeria. Thus, vocational skill training will engender a sustainable economic growth. Vocational skill training increases productivity, empowers individuals to become self-reliant and stimulates entrepreneurship. Also, abundance of manpower and human resources that are very skillful, vocationally would motivate business investors to invest in Nigeria (Hamza, 2006)

In conclusion, vocational skill training programme is a “sin-qua-non” to economic growth of nations, Nigeria, particularly.

2.1.14 Vocational Skill Acquisition Programmes and Poverty Alleviation

Vocational skill acquisition programme in recent times has attracted the attention of various agencies, such as, charity organisations, Non Governmental Organizations, individuals' donors, religious bodies, governments and International Organisations (NGOs). The need to drastically urgently reduce and completely eradicate poverty in Nigeria, informed the various institutional frameworks and capacity building programmes to tackle its pervasiveness in Nigeria and in other developing nations of the world. Poverty takes different forms in terms of indicators used to measure it. Fernandez (2009) asserts, that poverty tends to be measured in terms of economic income and expenditure levels, giving the definition of extreme poverty as the condition, where one lives on less than one dollar, per -day.

Poverty can also be seen as a situation, whereby one's fundamental rights are violated, socially alleviated or deprived. Also, a situation, where one lacks the basic necessities of life, which serve as rationale for the participants' enrolment for skill acquisition programmes. Ekom (2010) corroborates this by stating that participation in vocational skills acquisition training is a function of deprivation, largely occasioned by poverty.

World Bank (1994 and 1996) notes that poverty and deprivation result from processes and interactions between social, economic, cultural and political dynamics of the society. Kareithi (2000) asserts, that poverty is as a situation, whereby individuals are walking bare footed, lack food, shelter, live in crumbled structures and not capable of sending children to school. From this definition, it can be said that, poverty is a problem of adults. Kareithi (2000) posits, that poverty resulted by several factors, such as, loss or lack of unemployment, laziness, sickness, poor state of economy, disability, widowed and so on. The various factors resorted to poverty, which necessitated government desperate efforts to establish vocational skills acquisition training centres, across the country. Also, by synergizing and collaborating with international organisations like, United Nations Organisation (UNO), World Bank (WB), United Nation International Scientific and Cultural Organization (UNESCO) and a host of others, in terms of making the programmes more functional and achieving the objective(s), which precipitated its establishment.

Kareithi (2000) as reported by Ekom (2010) equally notes, that the meaning and qualitative dimensions of poverty can become clearer by taking the peoples' own perception of poverty, and the context specific identifications of aspects of deprivations and priorities. This becomes necessary in the design and implementation of vocational skill acquisition programme as measures to reduce poverty and unemployment. Also, it will assist in fashioning out or planning various vocational skills to be taught in such programmes.

Maxwell (1999) bases his own poverty indicator, mainly on estimates of individual's family level incomes, nutrients and other requirements. Dike (2009), stresses, that poverty is a human condition characterised by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for enjoyment that can lead to a good standard of living, and civil, economic, political and social rights. It needs to be stressed that, from the foregoing backgrounds, poverty as a concept has multi-dimensional; perspectives and dimensions. It now becomes imperative, that in the design of any programme, most especially on vocational skills acquisition, various dimensions of poverty and its manifestations in Nigeria should be an impetus, which will guide the implementation of vocational skills acquisition programmes in form and content.

In the new millennium, vocational skill acquisition development is one of the areas of focus of governments of nations of the world, Nigeria inclusive. Hence, a link exists between vocational skill acquisition training or development and industrial growth and development of any nation. Also, through a functional vocational skill acquisition programme, economy of a nation can be re-positioned, re-designed, revamped and strengthened. It is the recognition of the accruable benefits to the nation and individuals that made governments at different levels have given the programme serious attention. Hence, through the programme, poverty status of citizenry of a nation, state and community will be alleviated. Similarly, people will be gainfully, self employed for self sustainability, economically.

Ekomo and Egunyomi (2010) opine that vocational skill acquisition programme offers skills, which individuals value for utilisation in raising capacity to generate better income for an improved standard of life and sustainable livelihood. He further stresses that; the type of vocational skills to be taught should be those that are culturally and economically relevant to the people. This will serve as a motivational factor into enrolling for vocational skills acquisition programmes. Agencies like, National Directorate of Employment (NDE) in Nigeria, National Poverty Eradication Programme were created on the need to provide employment, through vocational skill training programme for many of the unemployed Nigerians to enable them become self reliant, economically (NDE, 2003).

It is in this spirit, that Ondo State Government, under various administrations, has been running vocational skills acquisition programme through the Ministry of Adult, Technical and Vocational Education. Also, entrepreneurial development training is also incorporated into it. Apart from acquiring the necessary skills on different vocations, entrepreneurship education knowledge will also equip participants of the programme on

entrepreneurial activities like, exploring business opportunities, taking risks, providing loan and managing business successfully. According to Yesufu (2000:68)

One of the most troublesome problems confronting planners in developing countries is a need to restructure the educational training curricula to provide the scientific and economic modernisation.

The World Bank (2005) argues, that job opportunities are the main pathways out of poverty for the poor (World Bank, 2004). This can be achieved through vocational skill acquisition training programme. NDE (2003) opines that skills acquisition can be used to get jobs or create employment opportunities in enterprises, provide income, reduce poverty and stimulate economic growth. In a nut shell, vocational skill acquisition in Nigeria should be well developed, so that, the teeming jobless populace can be gainfully employed or made to be self employed.

2.1.15 Entrepreneurship Development and Its Impacts on Nigeria's Economy

Nigeria has been characterised by a wobbling economy, most especially, after her independence. Jubrim (2012) maintains that, Nigeria's chance of surviving her economic dangling posture is very slim. He further expresses that Nigeria was one, on the list of failed nations for nearly five years consecutively; 2005, 2007, 2008, 2009 and 2010. He also notes that, an analysis of Nigeria's economy shows that none of the indices for measuring economic development recorded an improvement. Matthew (2012) stresses, that challenges confronting the economy in the 21st century are diverse and enormous. According to him:

The unacceptable state of Nigeria's economy is most galling given Nigeria's enormous endowment of natural and human resources.

He notes further that, Nigeria's economy declined, especially during the last 20 years, which he attributes to political instability and bad governance, most especially in the 1990s. International Monetary Fund (2001) notes, that serious micro-economic imbalances have emerged in Nigeria with inflation accelerated to double-digits level and instability has prevailed in the foreign exchange market.

Oil Producing Exporting Countries (OPEC, 2012) stresses, that Nigeria's economy is previously hindered by years of mismanagement. Nigeria is one of the oil producing nations in the world and this ought to make her economy more vibrant and enterprising. Yet, poverty is still manifesting in the lives of citizens. Nigeria's economy is characterised by excessive high domestic production costs, due to erratic electricity and fuel supply. The pump price in Nigeria currently stands at 97 naira, despite that; Nigeria is an oil producing nation

Agriculture has suffered from years of mismanagement, and inconsistency in government policies. There is a dramatic decline in the production of cocoa, palm oil, groundnut, rubber and others which Nigeria is known for in the world. Nigeria ranks 25th worldwide, and first in Africa in farm outputs. This sector today is suffering from extremely low productivity, reflecting reliance on antiquated methods and other factors.

OPEC (2012) reports that the Human Development Index (HDI) provides a measure of human capital development in three dimensions, namely; income, health and education. The latest value of Human Development Index (HDI), shows that Nigeria is ranked 156 with the value of 0.459 among 187 countries. The value places Nigeria at the bottom, meaning that Nigeria is considered to have low level of human development. It is equally worthy to live a decent life is so difficult for the labour force in Nigeria. The existing minimum wage, which was introduced, has been emasculated by inflation.

Poverty pervades the country, coupled with unemployment. These precarious situations are as a result of Nigeria's depreciated economic prowess, which is worsened by bad governance. OPEC (2012) however, notes, that, since the return to civilian rule after a long political interregnum, many reforms have been taken to revamp, strengthen, re-energises re-position and make Nigeria's economy more vibrant. The Obasanjo government supports "private-sector" led "market oriented" economic growth and several economic reforms. Also, the government's anti-corruption campaign, good governance, transparency and accountability are also notable.

It needs to be strongly stressed therefore, that Nigeria's wobbling and unimpressive economic status has resorted to an untold hardship, which many Nigerians are experiencing, today. Hence, there is infrastructural decay, erratic power supply, unaffordable petroleum pump price, inflation, lack of job opportunities. All these make life meaningless and difficult for majority of Nigerians. This situation has directly resorted into a high rate of crimes in diverse forms in the country.

Nigeria's economic situation depicted above, however, precipitated the drive for entrepreneurship development in the country. Osuala (2004) and Onifade, (2008) note, that traditional Nigerian entrepreneurship began in a climate of economic stagnation and a purely survivalist endeavour. He further opines that the dismal human development indices, unemployment implies, unemployment and infrastructure defaults, resulted in the evolution of a massive informal economy that depended almost exclusively on personal initiative and hazardous risk taking capacity. Also, he notes that, entrepreneurialism is an important factor in the development of any nation. According to Osuala (2004:67);

Entrepreneurs are responsible for taking calculated risks that open up doors to progressively higher levels of economic growth. If it weren't for them, the world would never have known such marvels as the wheels, electricity or the internet, to name just a few. Entrepreneurs are the veritable backbone on which the world and modern ideas continue to develop. The magnitude and reach of their contributions, however, extend much beyond the world of business and economy, and to them goes irrefutable credit for the growth and evolution of societies at large. Developed nations across the world owe their current prosperity to the collective effort of intrepid entrepreneurs, on whose innovation also rests the future prosperity of much of the developing world).

Entrepreneurship development initiatives in Nigeria is therefore built on the prosperity it offers to individual's and nations. UNESCO (2012) states, that the following are the contributions of entrepreneurship to the nation's economy and development of individuals.

- i. Creation of new technologies, products and services:** Entrepreneurship development encourages creativity and innovations among individuals. The consequences of this kind of encouragement will be improvement and creation of new technology, products and services. For instance, the mechanisation of farming in Europe can be traced to the entrepreneurship development witnessed during the industrial revolution of the 18th century. Availability of modern products, such as computer and aeroplane, Global Satellite Mobile-communication (GSM) and a host of others can be attributed to entrepreneurship development of industrial countries like, USA, Japan and South - Africa.
- ii. Increase in productivity:** Productivity means the ability to produce more goods and services using minimum labour and other resources like, money and time. Entrepreneurship development increases the productivity of individuals and the economy as a whole.
- iii. Enhancement of market competition:** Due to improved technology and increase in productivity occasioned by entrepreneurship development, there will be availability of goods and services in the economy. This kind of development usually benefits the monopolistic power or potentialities of the economy.
- iv. Promotion of effective domestic resource utilisation:** Nigeria is endowed with abundance of human and natural mineral resources like, land, good weather and mineral resources. Entrepreneurship development can help in the promotion of effective

utilisation of available resources through the enhancement of entrepreneurial expert and the subsequent establishments of many enterprises. For instance, the establishment of many textile firms through, entrepreneurship development programmes may result to the effective utilisation of local materials like, cotton and others. The use of local resources in the production of goods and services will significantly reduce the country's dependence on imports and improve its balance of payments.

- v. **Employment generation:** Entrepreneurship development usually results to the establishment of many enterprises. These enterprises will in turn employ many unemployed and other unproductive resources like, idle capital and land. Employment generation can curb social ills like, idleness, drug addiction and insecurity.
- vi. **Wealth creation and income generation:** Wealth refers to a given quantity and quality of resources, under the ownership of individuals or nations, while an income refers to a given amount of money earned by an individual or nation, due to an engagement in any form of legitimate economic activity. Entrepreneurship development creates wealth mainly through technological advancement occasioned by research and development. From the wealth created, individuals or nation can generate a lot of income in form of wages or salaries and taxes.
- vii. **Economic growth and development:** Economic growth simply means an increase or expansion of the national income and the volume of goods and services in the economy. Economic development on the other hand, refers to the improvement of the quality of life of the people, due to the expenditure of the national income and the volume of the available goods and services. Entrepreneurship development can bring about economic development through technological advancement and the establishment of many enterprises. Entrepreneurship can also bring about economic development through employment and income generation (UNESCO, 2012).

Garrett (2012); Elumilade and Asaolu (2006) opine that entrepreneurship development would build better self-reliance, self confidence and increased sense of security and achievement. He further maintains that, such increased well being around the community, rather than just for an individual, build better social fabric lifestyles and reduce crimes.

Akpomi (2009) stress, that entrepreneurship development will make job seekers become job creators and to a large extent reduce poverty. He further stressed that, if unemployment issue in Nigeria is to be tackled, it is critical that the current infrastructures in terms entrepreneurship development should be put in place. In the same vein, FGN (2004)

states, that the practical acquisition appropriate skills and the development of competencies as equipment for individuals to live in and contribution to the development of the society. This means that the value of acquisition of competencies necessary for self reliance and sustainability needs to be promoted (FGN, 2004).

In conclusion, from all indications entrepreneurship development is a “sine-qua-non” to both the economy and individuals’ development in Nigeria, thus, alleviating poverty and reducing the high rate of unemployment.

2.1.16 Entrepreneurship Education and Development and Youths Employment and Empowerment

Nigeria is besieged with myriad of problems which include poverty, unemployment, conflicts and diseases. These situations pose great challenges to the existence of individuals, in most developing nations, thereby calling for training of educated men and women, who can function effectively in the society in which they live in. This informs, why the National Universities Commission (NUC, 2004) reiterates, that there was massive disequilibrium between labour market requirements and lack of essential employable skills by the graduates deters youths and the entire development and economic growth of a country (Diejonah & Orimolade, 1991; Diabalem, Oni and Adekola, 2001). National Population Commission (2004) asserts that more than half of the Nigerian population are under the age of 30 years. Therefore, it can be deciphered that Nigeria’s economy is predominantly a youthful one.

Nigerian youths are confronted with problems of poverty, unemployment, urbanisation, lack of capacity and skills needed to move the economy forward. Youths in Nigeria are living with HIV/AIDS and other deadly diseases. One of the reasons is that they are faced with unemployment and lack of necessary productive skills to keep body and soul together (Obibanjo, 2006). These realities make them live, without any meaningful means of a sustainable livelihood. For them to make both ends meet. They therefore indulge in prostitution (both male and female) and other nefarious activities for survival.

Woolfik (1998) and Oviawe (2010) note, that the youthful period is a very critical one which has been noted as an essential time for training in entrepreneurship, provides a positive distractive alternative from self-destructive and aggressive behaviours that are frequently associated with adolescents and growing up. Akpomi (2008) stresses, that education is undisputedly recognised as the bedrock of any meaningful development. Section 1 of the Nigerian Policy of Education (FGN, 2004) states the need for functional education to be relevant, practical and capable of facilitating acquisition of appropriate skills and the development of competencies as equipment for individuals to live in and contribute to the

development of the society. This means the quality of instructions at all levels has to be directed towards inculcating the values of acquisition of competencies necessary for self-reliance and reducing poverty. Akpomi (2009) emphasises, that entrepreneurship education becomes very relevant. Corroborating this, Daodu (2007) observes, that Entrepreneurship Education is a strategy or instrument to channel the energies of university graduates in Nigeria away from paid employment into self employment. He further posits that:

- a. Graduates' unemployment be recognised as a major socio-economic challenge by all stakeholders in Nigeria, so as not to jeopardise the limited gains made so far and overturn the colossal investment in democracy, since 1999;
- b. Graduate unemployment has risen because the Nigerian economy is not expanding at a rate which commensurate with the output of university graduates and
- c. The introduction of entrepreneurship education into educational system should include all levels of education.

Therefore, entrepreneurship development programme is an urgent mechanism to reduce youths' unemployment and, the programme is specifically designed for youths to inform them about the world of business. According to Arogbenle and Chijoke (2010:5),

The programme will provide youths with insights into entrepreneurship and enterprise; it aims to help them realistically consider the options of starting a small business or self-employment.

They however, summed up a number of reasons for the importance of promoting youth entrepreneurship as follows:

1. Creating employment opportunities for self-employed youth as well as the other young people they employ;
2. Bringing alienated and marginalised youths back into the economic mainstream and giving them a sense of meaning and belonging;
3. Helping to address some of the socio-psychological problems and delinquency that arises from joblessness;
4. Helping youths to develop new skills and experiences that can then be applied for other challenges of life and
5. Promoting innovation and resistance among the youths and so on.

The reasons cited above are the justifications for introducing entrepreneurship education as a course of study at tertiary level of institutions. Entrepreneurship skills and knowledge will make students after leaving schools to be gainfully employed. This, however, undermines the directives of the Federal Government to all tertiary education regulatory

agencies to establish the necessary mechanisms for the introduction, development, and sustenance of entrepreneurial culture in Nigerian youths (This Day, 2007).

Aladekomo (2004) and Akpomi (2009) stress, that there should be a shift from general education to entrepreneurship education. He states that, this becomes very necessary in the present realities of the need to develop and empower, particularly, youths in the society. He maintains that entrepreneurship education will help in ameliorating some socio-economic problems especially, poverty and unemployment and all forms of social vices in the society. This clearly indicates the need for re-orientation towards inculcating values that allow acquisition of necessary competencies to enhance sense of self reliance, independence, youths' empowerment and poverty reduction.

Johnson, (1990); Mueller and Thomas (2000) stress the need to teach individuals to become not only more enterprising but businessmen, as well as, an undertaking that is in time and scope beyond the capabilities of academic business schools. Fuchs, Werner and Wallau (2008) and Matlay (2008) identified entrepreneurship education as a panacea to the high rate of poverty, unemployment, corruption and social vices that are very rampant in Nigeria, most especially among the youths. Ewuhrudjakpor (2008) stresses, that entrepreneurship education will give hundreds of graduates coming out from University yearly, practical vocational skills for self-employment and further opine that:

The problem of unemployment is particularly pathetic as the number of those coming out from various institutions looking for employment opportunity is increasing day by day.

Therefore, it is very pertinent to say, entrepreneurship education is a tool for securing employment and emancipation of people through the provision and acquiring of necessary knowledge and skills to make lives flourishing. It has to be stressed that various agencies are involving in the promotion of entrepreneurial development in Nigeria. These include;

National Directorate of Employment (NDE);

National Economic Reconstruction Fund (NERFUND);

Industrial Training Fund (ITF);

Raw Materials Research and Development Council (RMRDCC);

Industrial Development Centre (IDC);

State Ministry of Industry, Trade, Commerce and Co-operatives (SMITCC) and

Industrial Development Co-ordinating Committee (IDCC)

These various agencies were established due to the high level of poverty experiencing by Nigerians, accentuated by lack of job opportunities. This unsatisfactory situation prompted

the Federal Government of Nigeria to set- up a think - tank committee on March 26, 1986 to strategise ways of dealing with mass unemployment. The committee was chaired by Mr. Stephen Oselekeh-Chukwumah, under the auspices of the Federal Ministry of Employment, Labour and Productivity. The report of Chukwumah's committee eventually gave rise to the establishment of the National Directorate of Employment (NDE) on November 22, 1986.

The decree formally establishing the directorate was promulgated in 1989, known as NDE Decree No 24 of 1989. Under the Decree, the objectives of the directorate are stated as follows:

Design and implementation of programmes to combat mass unemployment;

Articulation of policies aimed at developing work programme with labour intensive potentials;

Obtaining and maintaining a data bank on employment and vacancies in the country with a view of acting as a cleaning house to link job seekers with vacancies in collaboration with government agencies; and

Implements any other policy as may be laid down from time to time, by the Board of the Directorates The operation of National Directorate of Employment centres majorly on:

The Rural Employment Programme;

The Vocational Skill Development Programme;

The Small Scale Enterprises Programme; and

The Special Public Works Programme.

The roles of NDE on entrepreneurship development in Nigeria can be summed up as follows:

- Giving vocational training which is necessary in establishing small scale enterprises like; tailoring and fashion designing, carpentry and joinery, plumbing/pipe fitting;
- Providing loan facilities for would-be entrepreneurs, especially the fresh graduates to enable them start an enterprise on their own;
- Changing the orientation of Nigerians, especially the young graduates from that of job seekers to that of job creators and
- Creating job opportunities for Nigerians which entrepreneurship activities could be raised, and so on (FGN, 1989)

National Economic Reconstruction Fund (NERFUND) established under the decree No. 2 of 1989 was to mobilise financial resources of a long term nature for development of indigenous small and medium scale enterprises. This agency was established to tackle the

problem of funding small and medium scale enterprises. The Industrial Training Fund was specifically established by the Federal Government of Nigeria to solve the problem of acute shortage of qualified manpower needed for the industrial growth of Nigeria, by provision of courses that will provide training to people employed in the industries and commerce. Also, approval of courses provided by other persons or organisations to further equip Nigerians with managerial skills (FGN, 1989). These among others, have been playing leading roles, in entrepreneurship development in Nigeria. Apart from the above mentioned agencies, there are industrial associations that are involved in an entrepreneurial development in Nigeria. These include;

- (i) National Association of Small Scale Industries (NASSI);
- (ii) Nigeria Employers' Consultative Association (NECA); and
- (iii) The Manufacturers' Association of Nigeria (MAN)

The major goal of association of entrepreneurial development is eradicating poverty through provision of job opportunities, loans for entrepreneurial activities and human capacity development for national growth and development. However, there are several factors that hinder entrepreneurship development and education in Nigeria. These include;

- Poor knowledge based economy and low spirit of competition;
- Poor enterprising culture;
- Lack of entrepreneurship teachers, materials and equipment;
- Unavailability of fund;
- Non-inclusion of entrepreneurship programme in the school curricula;
- Poor societal attitude to technical and vocational education development;
- Inadequate facilities and equipment for teaching and learning;
- Insensitivity of government to enterprise creation and expansion strategy and

Osho (2005) posits that the following are practical ways of promoting entrepreneurship among Nigerians youths; They are:

- (1) Ensuring that schools deliberately provide specific skills needed for the development of human capital, use professional and entrepreneurs as instructors and mentors;
- (2) Teaching entrepreneurship and creativity at an early age;
- (3) Organising for curricular integration of education, entrepreneurship and community development.
- (4) Planning programmes to transform Nigerians.

In conclusion, Nigerian youths need to be orientated on the values of embracing entrepreneurship education and training, so as to have a crime free society and making them live a decent life, which will motivate them to contribute significantly and positively to national growth and development in all its ramifications.

2.1.17 Entrepreneurship Education and Skill Acquisition Training and Unemployment Reduction in Nigeria

Having realised the nexus between Entrepreneurship Education and poverty reduction. The Federal Government in collaboration with (NUC) gave directives, that all Nigerian Universities must establish Entrepreneurship Development Centres, latest, 2007/2008 session. This directive seems to mark the bold step of Nigerian Universities to adopt drastic and sporadic actions in designing curriculum in respect of Entrepreneurship Education in addition to the existing courses or programmes in the various Universities in Nigeria. It is note worthy to state, that towards ensuring the actualisation of the directives, the Federal Government of Nigeria set up a presidential committee on the introduction and implementation of Entrepreneurship Education in all tertiary institutions .The committee was saddled with responsibilities such as:

- i. curriculum review;
- ii. promotion of the development and sustenance of entrepreneurship centres;
- iii. promotion of science, technology and innovation by providing incentives for students and lecturers;
- iv. sensitisation, advocacy and mobilisation support for entrepreneurial education;
- v. programmes focus and
- vi. funding

Sequel to this, many Nigerian Universities swang into action, to implement the directives on the programme. Worthy of mentioning are: Tai-Solarin University of Education, Adekunle Ajasin University, Akungba Akoko, Ondo State and many others. However, it needs to be stressed that in the University of Ibadan, Programmes for Entrepreneurship and Innovation (PEI) emerged from the recommendations at the University of Ibadan Committee on the promotion of university private sector collaboration .Two workshops were organized by the committee. The first one in 2003 and the second in 2004. It was stated in the report of the committee, that each university should establish a Centre for Entrepreneurship and Innovation (CEI) to co-ordinate the University's research, results and business activities aimed at promoting university private sector collaboration, as well as, teaching and research in entrepreneurship innovation in the University.

In conclusion, Entrepreneurship Education is incorporated into the curriculum and existing disciplines in Nigerian Universities, so as to re-position, revamp and to optimally perform interventional roles in salvaging the never-do-well Nigeria's economy.

2.1.18 Ondo State Economic Empowerment and Development Strategy (ODSEEDs) and Poverty and Unemployment Reduction

Nigeria is often described as the giant of Africa, considering her population strength, her roles in politics in African (Moah and Grafar, 2006) continent. Also, considering the abundance of natural and human resources the country is naturally endowed with. However, it is disheartening and makes one uncomfortable, that in terms of economic growth and development, Human Development Index (HDI) attained in the country is lagging behind in the "assemblage" of nations of the world. Nigeria is at lower rung of the ladder among nations, considering her HDI (UNDP, 2007). Between 1975 and 2007, the HDI figures rose from 0.321 in 1975 reaching 0.411 in 1985, 0.449 in 1995. The figures above lend credence to the fact that, Nigeria attainment in respects of economic growth and human development is very low (UNDP, 2007).

Anyakoha (2006) stresses, that there is deterioration in welfare of the people and that much have not been achieved in terms of developmental efforts to promote sustainable development. Adetarami (2006) asserts that after 45 years of political independence, the nation is still in poverty, virtually at every level in the midst of plenty. The scenario painted above clearly shows, that there poverty in Nigeria. Perhaps, this precipitated several of poverty eradication programmes and economics strategies to tackle poverty in the country.

It therefore becomes germane and imperative to state, that since the country returned to civilian rule in May 1999, after a very long political interregnum, Nigeria urgently and hurriedly embarked on several poverty eradication programmes, anti-corruption crusade and economic reforms. One of the mirages of poverty and related programmes to wipe out poverty in the nation is National Economic Empowerment and Development Strategy (NEEDs).

NPC (2004) stresses, that NEEDs is a comprehensive medium term growth and development programmes, based on some lofty principles. The design of NEEDs is woven around articulating the vision for the country and macro-economic framework, which was centered on overcoming the various developmental challenges.

Table 2.1 The Scope and Contents of NEEDs.

Parts	Components of Needs
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1.	Vision and macro-economic framework Statement of vision, values and principles. Development challenges facing Nigeria. The macro-economic framework
2.	Empowering people The social charter
3.	Promoting private enterprise Creating a competitive private sectoral strategies
4.	Changing the way government does its businesses Creating a more efficient and responsive public sector improving security and the administration of justice, talking of corruption and promoting transparency, accountability, implementation and financing

Source: National Planning Commission (2003) National Economic Development Strategy, Vol. 1 Report. Abuja,

Nigeria's NEEDs, a macroeconomic framework was focused on four thematic issues:

- i. Re – orientating values;
- ii. Reducing poverty;
- iii. Creating wealth; and
- iv. Generating employment.

Therefore, Ondo State Economic Empowerment and Development Strategy (SEEDs) in Ondo State is a state level counterpart of the National Economic Empowerment and Development Strategy (NEEDs) ODSG (2005) posits, that it is a “homegrown” initiative targeted at alleviating poverty, among the citizenry, through wealth creation, job creation, value re-orientation and promotion of good governance. Ondo State was mindful of the acute and severe social, political and economic decay in the state in view of the fact that, the state is abundantly endowed with human and natural resources. Therefore, the state has no choice than to throw its weight behind NEEDs with the view that, it will enhance and facilitate socio-economic development and also ensure effective poverty alleviation and significant, improvement in the welfare of Ondo State citizenry (ODSG, 2005). The ultimate goals of ODSEEDs can therefore be summed up as follows:

To mobilise the available resources within the state in order to make fundamental break from the economic woes of the past and bequeath to future generation not only a prosperous but vibrant state with potentials for sustainable development (ODSG,2005). It can therefore be said, that ODSEEDs as it stated in its document is people oriented and mainly

focus on poverty alleviation; job creation; wealth creation; accountability, transparency and good governance.

In recognition of the potential value of SEEDs, Ondo State Government therefore set up an all-embracing steering committee, as well as, technical sub-committees to design SEEDs in term of what it should embrace. It is note worthy that, UNDP provided support by commissioning a Team of Consultants (TOC) to provide technical back up for the preparation of Ondo State SEEDs (ODSG, 2005). Other members included top government functionaries like, the then Commissioner for Finance, Chief Tayo Alaso Adura and Governor Olusegun Agagu (2003-2009). Also, representatives of Non-State-Actor (NSA), groups, such as, the private sectors and professional organizations, volunteered to serve on the ODSEEDS preparation and design committee (ODSG, 2005).

From the rappers' report of the consultative session with stakeholders on the preparation of ODSEEDs document , by design ODSEEDs revolves round virtually all these sectors, such as; education, the health sector, HIV/AIDS, environmental protection and conservation, gender issues, youth and children, housing, pension reforms safety needs for all vulnerable groups, balanced development, growing the private sector, administration of justice, financing initiatives, sectoral strategies and growth drivers, infrastructural development, public sector reform accountability, transparency and probity, reform of fiscal operation for better delivery, information communication technology and others. Towards achieving the target(s) in each of the above areas, the ODSEEDs preparation committee clearly spelt out or provided the following: Situation Analysis, Benchmark, Strength, Weaknesses Opportunities and Threat (SWOT) analysis priorities, targets and strategies and expected outcomes (ODSG, 2005). This so far is assumed to serve as unemployment and poverty reduction strategies in Ondo State.

2.1.19 Ondo State Oil Producing Areas Development Commission (OSOPADEC) Programmes on Poverty Reduction

Ondo State is one of the few oil producing states in Nigeria, which enables the state to be getting special revenue from oil from Federal Government monthly, coupled with abundant natural mineral resources, which spread across the state and capable of

transforming the fortune of the state and her citizenry positively, economically. It is however, very disheartening that poverty is still rearing its ugly head, most especially in the oil producing communities in the coastal areas of the state, that made up two Local Governments (Ilaje and Ese-Odo) (Akinlo, 2008).

Ihonbare (2008) notes, that hunger, disease, poverty, unemployment and insecurity are unpalatable experiences in Ondo State. He further notes, that the hundreds of billions of naira, that have been budgeted in the last few years on developmental and poverty reduction programmes has no meaningful impact on the lives of the citizenry and majority of people from the oil producing communities of the state. This ugly development can be attributed to mismanagement, embezzlement, insincerity on the part of politicians and a host of others. When the country eventually returned to democratic rule, after a long political interregnum, due to the political commitment to the welfare of people of oil producing communities, spread mainly across two local government areas, namely; Ilaje and Ese-Odo Local Governments. (OSOPADEC) was established by the Laws of Ondo State in 2001. The Late Chief Adebayo Adefarati led administration considered OSOPADEC as an interventional agency to accelerate the pace of development in the oil producing communities of the state in towns like, Awoye, Ilowo, Ugbo-Nla, Kiribo, Sabome, Igbotu, Igbekebo Molutehin, Igbokoda, Zion Pepe, Ajapa, Arogbo, Agadagba, Aziza and Igbobini.

The agency had the Governor as Chairman of the commission, under Adefarati's administration. However, when Dr Agagu came on board in 2003 as Governor of the state, there was a slight restructuring. The People's Democratic Power (PDP) government restructured the commission, so as to further stem up the tempo of development in the oil producing communities by subjecting the agency to exclusive political and executive control of the people from the oil producing communities. Agagu's political wisdom provided among others for the post of Chairman to be occupied and controlled by an indigene of the oil producing communities (LENS, 2009). OSOPADEC is saddled with the following responsibilities;

- Clearing of roads/.waterways;
- Provision of rural electricity;
- Provision of probable water rehabilitation products;
- Economic empowerment schemes;

- Sand filling/land reclamation; and
- Capacity building programmes.

In order to ensure that the goals of OSOPADEC are achieved, the 2003 OSOPADEC Act provided for the remittance, of 40% of the 13% oil derivation fund accruing to Ondo State Government monthly to the agency (ODSG, 2008). Apart from the above responsibilities the commission is saddled with, the agency is also expected to be discharging the following duties:

1. The rehabilitation and development of oil producing areas in the state and other developmental projects, as may be determined from time to time by the commission;
2. Liaising with the relevant federal and state governments authorities on the control and effective methods of tackling the problems of coastal erosion, oil pollution, spills and other environmental problems in the state;
3. Ensuring fair and equitable, distribution of developmental projects in the oil producing areas of the state;
4. Ensuring judicious use of fund accruing to the commission;
5. Enlightening the communities in the oil producing areas of the state about the functions, policies and activities of the commission and
6. Executing such other works, projects and performing such other functions, which in the opinion of the commission are necessary for a sustainable development of the oil producing communities of Ondo State (ODSG, 2008).

From the foregoing background, the agency is purposely and purportedly created to address issues of poverty and accelerate human and developmental programmes. As from 2001 till the present time, OSOPADEC under various chairmen have recorded impressive performance in terms of human development and monumental physical projects in the oil producing communities of the state. Some of the laudable, interventional programmes of the agency on poverty are as follows:

Electrification Projects

- Electrification projects in four communities (Ugbonla, Igbokoda, Obenla/Jedo, Ayetoro and Igbokoda – Ugbonla national grid-compted (N 1.1b); and
- Electrification projects in 13 communities of Ode Ekitan, Opuba Bolowo, Ilowo Itepete, Agada Obou, Zion Pepe, Ode Mahin, Apa, Kiribo and Ode-Ugbo in Ilaje and Eseodo Local Government Areas (N470.23m).

Health Projects

- Construction of Health Centres in three communities (zion pepe, Orioke Iwamimo, and Obe rebiminu (50.39m); and
- Perimeter fencing of General Hospital Igbokoda (6.53m).

Agriculture and Aqua-culture

- Provision of micro – credit for 748 individuals and co-operatives to build homestead ponds (N80.9m);
- Partnership with a private technical investor in the upgrading management and commercialisation of the demonstration fish farm at Ugbonla (N12.m); and
- Support of artisan men by providing them with 94 outboard engines (36m naira)

Vocational Skills Acquisition Capacity Building and Empowerment Programmes

- Training of 28 youths in vocational trades in collaboration with Petroleum Training Institute (PTI) , Efurun;
- Empowerment Programmes for women and youths training and provision of loan (N50. 25m);
- Provision of soft loans to support 250 women in trading (garri, foodstuffs, fish trading, provision etc) and fishing (2.5m); and
- Fishery Development Programmes (aquaculture fish pounds in collaboration with Federal University of Technology, Akure (FUTA) to supply benefactors fingerlings, hatchery and micro-credit and co-operative, (N187, 9).

Reinforced Concrete Jetties

- Construction of five (nos) RC jetties in various communities (Awoye, Igbekebo, Agadagba Obon, Odo Nla and Rebinimu) of Ilaje and Ese-Odo LGAs (N136.22m); and
- Construction of six jetties in various communities (Obenla, Igo, Molutehin, Zion Pepe, Kiribo and Okeipare) in Ilaje and Ese Odo local government areas (N247.25m).

Water Development Scheme

- Six water development schemes (Drilling) in Molutehin, Obe nla, Aziza zion pepe, Ajapa and Ipoke in Ilaje and Ese Odo LGAs (N170.94 m); and
- Three water development schemes (drilling) in zion pepe, kiribo and Sabome (N50.5m) (ODSG, 2008) OSOPADEC also embarked on laudable programmess on educational section and other areas to numerous to be stated.

In conclusion, the interventional programmes of OSOPADEC have turned the lives of people in oil producing communities of Ondo State for better. It needs to be stressed that the

relative peace in the coastal area of Ondo State, being an oil producing area, when compared to the restiveness of the youths, high crime rate, suffering, insecurity and poverty in other oil producing states of the federation like, Edo, Delta, Rivers, Cross-Rivers, Akwa Ibom and Bayelsa is as a result of integrated poverty alleviation programmes of Ondo State, through OSOPADEC. Therefore, Ondo State government should commit more funds to the commission to enable the agency to achieve its human and physical developmental programmes.

2.1.20 Entrepreneurship and Skills Acquisition Programmes in Ondo State

Ondo State otherwise referred to as the “Sunshine State” was created from the defunct Western State on 3rd February, 1976. The state covers a land area of 14,973 square kilometers, with its administrative headquarters at Akure. The population of the state in the 1991 was 2,249,548 while in 2006 the population was 3,441; 024 (ODSG, 2008).

Ondo State is one of the few states in Nigeria, that is abundantly endowed with natural mineral resources like; kaolin, bitumen, rivers, forest and stones. Yet, people of the state are still very poor. The effects of the poverty status of Ondo State on her citizenry, has led people of the state them to be engaging in crimes in diverse forms and begging for alms at major towns of the state like, Akure, Ondo, Ondo, Okitipupa, Ikare - Akoko and Owo. The restiveness of the youths in the oil producing communities of the states in places like, Awoye, Ugbo kingdom, Ugbonla and others is the manifestation of poverty. Poverty has forced many able and agile youths to suddenly turn to political thugs. Stealing and robbery activities are at a high level in the “nooks and crannies” of the state. Many people are helpless; lying on the major roads hoping for the mercy of passers-by for a daily feeding is very rampant.

It is the realisation of the situation painted above that, since 1999, when the country returned to civilian rule, which the successive governments took the initiatives of designing and implementing several integrated poverty alleviation and skills acquisition programmes to tackle poverty, which seems to have settled permanently with the people of the state. Entrepreneurial development training programme was established in each of the 18 LGAs of the state to teach people how to start and manage their own businesses in which 12,500 unemployed graduates, artisans and physically challenged people from the 18 local governments areas of the state have benefited from the programme (ODSG, 2008). The Ondo State Government as at 2008 has made a sum of ₦200m available for the programme participants with a loan size of ₦5, 000,-₦250, 000 depending in the nature of business one intends to venture into. The co-sponsorship for the programmes is Ondo State Government in collaboration with Nigeria Agricultural Cooperatives and Rural Development Bank

(NACRDB). The beneficiaries of the programmes are mainly the unemployed people, graduates and non-graduates (who have undergone ED training). Areas to be invested are agricultural, industrial, marketing and other sectors. Ondo State government has made the interest rate affordable and convenient for the beneficiaries. The interest rate charge is 8% per annum on and amount collected (ODSG, 2008). Today, EDP has brought hope to many people; many lives have been turned around, positively. Some small scale business ventures the programmes cover are: snail rearing, bee keeping, brooms making, hair weaving, photography, car washing, cobbler/shoe making, typing institute/business centres, piggery, refuse packing/disposal and dress making/tailoring.

Also, the skill acquisition programmes of Ondo State Government has the same focus like, that of entrepreneurial development training programmes in terms of tackling poverty among the people of the state. skill acquisition programme has 18 centres across the state to teach skills in soap making, tie and dye, weaving, fashion designing, hair dressing, chalk making, net making, food processing, catering etc. This programme has gulped a sum of ₦70m, many graduates of the programmes have been awarded certificates and new trainees are admitted on regular basis. After completion of the programmes, the clientele are assisted by the Ondo State Government by giving them working materials and equipments. Many local government chairmen have followed suit by establishing at least one skill acquisition centre, in their local government. Some of these Local Governments are:

- Akoko North West.
- Akoko North East.
- Akoko South East
- Akoko south etc

Apart from the establishment of the skill acquisition centres, Ondo State Government also embarked on poverty reduction programmes at local government level to complement state programmes on poverty reduction. Virtually, all the Local Government Chairmen distributed motorcycles to motorcyclists for commercial purpose, and make the condition of payment very convenient and attractable for them. Also there is sinking of bore holes, procurement of cassava grinding machines, pepper grinding machines, hairdressing tools and sew machines for women by Ondo State Government (ODSG, 2008).

In conclusion, skill acquisition and entrepreneurial development training programmes in Ondo State have given hope to the people in the state, economically. Many of the

beneficiaries of these programmes are gradually living a good and having their dreams actualised.

2.1.21 Human Capacity Building and Organisation Development

There is a great nexus, between human capacity building and sustainable development in a holistic approach. UNDP (1997) opines, that human capacity or development is the process by which individuals, groups, organizations, institutions and societies develop their abilities - both individually and collectively to achieve the set objectives, perform functions, solve problems and to develop the means and conditions required to enable the process. Therefore, human capacity theory hinges on building inherent potentials in individuals, groups and societies, so as to be more functional and capable of solving problems. UNDP (1997) further stresses, that it is a process, whereby individual development becomes embedded in a sustainable shift in performance and collective behaviour. This process includes, identifying needs, building knowledge, understanding, skills and attitudes that can be implemented through practice and experience of individual that lead to sustainable changes in the collective performance of institutions, sectors, society and the enabling environment.

UNDP (2006) emphasises, that capacity building as a means of promoting sustainable development is a process of initiating and sustaining a process of individual's and organisation that can equally refer to change within a state, civil society or the private sector, as well as a change in processes that enhance cooperation between different groups of society. These aspects are emphasised by this definition. They are:

- Capacity building as the catalyst and constant fuel for a process change capacity and
- Involvements of a wide range of different groups in society.
- UNDP (1991) defines, capacity building as the creation of an enabling environment with appropriate policy and legal frameworks, institutional development including community participation of (women in particular), human resources development and strengthening of managerial systems. UNDP recognises that capacity building is a long term convincing process, in which stakeholders participate (ministries), local authorities, NGOs water user groups, professional associations, academic and others. UNDP (1991) further stresses, that capacity building is more than training and it includes the following:

- Human resources development, the process of equipping individuals with the understanding, skills, and access to information, knowledge and training that enables them performs effectively.
- Organisational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organization sectors (public, private and community). Ann Philbin Capacity Building is a social justice organisation. Ford Foundation (1996) defines capacity building, as a process of developing and strengthening the skills, instincts, and resources organisations and communities need for survival, adapt and thrive in the fast changing world. Human Capacity cuts across all domains. Thus, all sectors need human capacity building. For instance, for organization, capacity may relate to almost any aspect of its work, improved governance, leadership, mission and strategy, administration (including human resources, financial management and legal matters) programmes development and implementation, fund raising and income generation, diversity, partnerships and policy change, marketing, positioning, planning and hosts. For individuals, capacity building may relate to leadership development, advocate skills, training and improving abilities, technical skills, organisation skills and other areas of personal and professional development (Linnel, 2003).

Human capacity building is very important and has attracted international attention in recent time, due to the need to face challenges and opportunities brought by globalisation and knowledge based economy. Corroborating this, UNEP (2006) expresses, that capacity building has been embedded in the objectives and programmes of work of many international organisations and they offer a wide range of capacity building activities. It can therefore be inferred, that there is an international consensus, that capacity building is a key to promoting sustainable development. It was further stressed, that the ultimate goal of capacity building is to sustain a process of individuals and organisational change and to enable organisations, groups and individuals achieve their developmental objectives. Upon the realisation of the place value of human capacity building or development, many national and international partner agencies and organisations have risen to the task of giving financial and technical supports to human capacity building in diverse areas, such National and International Organisations are:

- United Nations Development Programmes (UNDP)

- World Bank (WB)
- International Monetary Fund (IMF)
- Food and Agriculture Organisations of the United Nation (FAO)
- European Capacity Building Initiative Asian Development Bank (ADB)
- In -Went Capacity Building International.

The importance of human capacity building or development to this study is that, if individual skills, strength, abilities and potentials are developed, there is possibility that, such potentials and skills can improve and make one a successful person in any area of life one finds himself or herself or chooses to operate.

2.1.22 Kirkpatrick's Training Evaluation Model

The trust of Kirkpatrick's training evaluation model lies on the fact, that evaluation or assessment is the final logical stage in the training process (Kirkpatrick, 2010). This will enable evaluation to be carried out on evaluating the effectiveness of training programmes. Kirkpatrick (2010) posits, that if training is to enjoy a high profile, validation of activities is very vital, which he views as two discrete parts of the process, which he describes as internal validation and external validation. Kirkpatrick (2011) maintains that, both levels of validation (internal and external) are closely linked, functionally.

Internal validation assesses, whether a training activity has achieved its objectives in terms of whether learners of a particular training programme have learnt what they were taught, while external validation aims to find out, if the former trainees have applied, what they have learnt in training to the job context and whether they are able to perform to the level expected of them, after training (Kirkpatrick, 2010).

Evaluation becomes very necessary so as to assess the total value of training that is, the cost benefits and general outcomes, which benefit the organisation, as well as the values of the improved performance of those who have undertaken training. This is the main emphasis of Kirkpatrick's evaluation model (2010), and its suitability as an evaluative model to this study. Programmes of this type, that is skill acquisition and entrepreneurial training model need a thorough evaluation, so as to determine the effect of the training on the participants, behavioural changes that have taken place among the learners, their reactions or feelings to the training and what they can use the training or skill acquired to do.

Kirkpatrick (2010) has come up with an integrated approach to assess the effectiveness of training. His suggested levels within the approach are also in consonance

with Stoner, (2002). These levels of approach are presented in the table overleaf with explanation on the levels, aims, when and who, method and action. The table overleaf shows Kirkpatrick's levels of evaluation model.

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Table 2.2: Kirkpatrick Levels of Evaluation Model

Levels	Aims	When done and by whom	Methods	Action
Reaction	To find out how trainees react to training. This includes, volume and pace, met riding, tutorial style, balance of activities, value of sessions, likes and dislikes, admin. points etc.	During training and/or completion of training (Trainer)	Daily reviews, questionnaire completed during or at the end of training. Open forum/course wash up, group monitoring.	“First Aid” treatment to training programme and content
Learning (knowledge and skills)	<p>IVNL EIRD NATL ON</p> <p>To find out if trainees have increased their knowledge and/or developed their skills and attitudes as a result of training. Have course objectives been met?</p>	During training or at end of training (Trainer)	Tests, exercise, case studies, oral questioning, etc.	<p>Remedial treatment for individuals, retraining, reinforcement.</p> <p>Change/review methods.</p>
Behaviour and performance (application of knowledge and skills)	<p>EXTERNAL TION</p> <p>To find out how former trainees have applied their learning into job performance. To find out how well training has met their needs/needs of time supervisor.</p>	After an interval which allows learning to be put into practice (on average 2-3 months after training)O. (Trainer/Training Manager)	Past questionnaires and/or interviews with former trainees and their managers/supervisors.	Continuous development and updating of training content in response to changing needs, etc.
Organisational outcomes	<p>EVALUATION</p> <p>To find out the extent to which training has improved or influenced organisation performance, e.g. reduced costs, improved quality/quantity, increased profit, etc. To assess the cost and value of training.</p>	Periodically, after sufficient time has passed for training outcomes to have had an effect on the function of the organisation. (Training Manager/Head of Training)	Past questionnaires, interviews with former trainees, departmental managers and other departments who may monitor results, e.g. standard of service, study of company resultss.	Provide feedback on effectiveness and value of training to the organization. Recommended future pattern of training.
Investment return on training	To assess the cost and value of training. To ascertain what impart training has had on the bottom line.	After a suitable period of time has elapsed in order that, the financial results, i.e. costs and benefits of a training intervention can be assessed (Trainer, participants, line manager, accountants, and internal and external experts).	Cost accounting methods and strategies – study company results.	Provide feedback on financial outcomes and implications.

Each of the levels in table 2.2, succinctly can be put as:

Reaction: How the trainers and trainees reacted to training, their feelings about the structure and content of the training and the methods employed.

Learning: The principles, facts and techniques learned by the students.

Job/behaviour and performance: The change in job behaviour and performance resulting from the training or how learning at the previous levels has been applied by students.

Organisation: The tangible results of training in terms of organisational improvement and change.

Return on training investments: The cost of designing and implementing training programmes compared to the financial outcomes resulting from such programmes (Kirkpatrick, 2010).

It needs to be stressed, that Kirkpatrick's levels of evaluation model directly reinforces the acquired potentials, abilities, training and resourcefulness in individuals which are capable of increasing the productivity of workers by impacting useful knowledge and skills as stresses (Becker, 1964, 1993 and 1996). He further maintained that a connection exists, between investment on workers training and their wages. Thus, Kirkpatrick's evaluation model, taking each of the levels with a consideration one after the other will directly bring about development in human training and skills.

Becker (1993) opines, that this can be acquired through non-formal training like, that of skill acquisition and entrepreneurial development training programme this study focused on. Hence, the level of Kirkpatrick's evaluation model is a reinforcement of human capital development. To Kirkpatrick (2010), effects of training on the trainees, reaction, learning, job behaviour and organisation and return on training investment must be thoroughly evaluated. This will help determine the extent to which each of the levels, aims, methods and hosts have been achieved. This is exactly the point of justification or relevance of Kirkpatrick's evaluation model to this study, which focused intrinsinctly on evaluation of skill acquisition and entrepreneurial development training programmes in Ondo State, with the target to determine the extent to which the programmes pre-determined objectives have been achieved which is in consonance with Kirkpatrick's (2010) submission on internal and external validation of training programmes.

2.1.23 Empirical Review

The various studies that have been carried out and related to skill acquisition and entrepreneurial development training programmes were reviewed and reported in this section. In the study of Ekom (2010) on Cultural and Economic Factors as Predictors of Vocational Skills Acquisition of Adult Learners in South - South, Nigeria, survey research design of Ex-post facto type was adopted for the study. Vocational skills acquisition scale ($r = 0.76$) and socio-cultural and economic scale ($r = 0.89$) were used for data collection and complemented with Focus Group Discussions (FGDs) with small scale entrepreneurship trainees, public servants (middle level) farmer groups, adult literacy learners, unemployed graduates, computer literacy learners, apprenticeship trainees, women group, school drop-out and the retirees. Data were analysed using Analysis of Variance (ANOVA) and Multiple Regression. Results from the study indicated that, social-cultural factors were important predictors of adults' participation in vocational skills acquisition training programmes in South-South, Nigeria. Therefore, recommendations were made that, programmes providers should always consider these factors through in-depth needs assessment when designing poverty intervention programmes for adult learners.

In another study by Uwameiye (2011) on Vocational and technical education: A synergy for re-orientation and national development. It was reported that, through VTE the people could achieve technological literacy, which will make them capable of effecting a level of control on their environment. Also, that VTE will train manpower for various works demands, upgrade skills for productivity on job. Also, that human resources of a nation can be utilised, more effectively. Friedman (1982) reports that, through VTE students and citizenry of a nation could be equipped with vocational skills to become productive entrepreneurs and engender them with creative and innovative ideas that would enlarge the nations' economic increase personal freedom. This has been also been reported by Abdullahi (1993), that VTE is expected among other things, to assist students to acquire relevant occupational and technical skill, prepare for a future occupation and make successful transition to the world of work.

Realising the importance of technical and vocational education to national development, countries of the world like, United States of America, Germany, Japan, India and Britain are investing enormously in VTE and training, but Nigeria, which is the most populated black nation shows unimpressive interest for Technical and Vocations Education. The result is that, there is high rate of unemployment in Nigeria, most especially among the

youths. Youths' unemployment percentages were put at 4.3% in 1985, 5.3% in 1986, 7% in 1987 and 60% in 1989 (The Vanguard, 2004).

In the study of Akintade, Onukun & Aladekomo (2011) on investigation on the factors affecting skills acquisition programme, as means of poverty alleviation in Ondo State. A simple random sampling technique was used to select 70 respondents, participants of skill acquisition programme in Ondo State. The perceptions of the participants were favourable to the programme. However, factors like; favouritism, partiality and inadequate personnel were major problems hindering the programme from fully achieving its predetermined objectives. Recommendation was made that these problems need to be tackled in order to achieve the objectives of the programme in Ondo State, Nigeria.

In another study carried out by Oladapo (2005) on gender, office technology and management students' orientation towards entrepreneurial skills in the national development. Ex-post facto designed was used for the study. A research instrument tagged "Students Entrepreneurial Studies Orientation Questionnaire (SESOQ) was used to collect data. The t-test and independent t-test statistical techniques were used to treat the data obtained. The results obtained revealed that, students' orientation in entrepreneurship is low. It was recommended that educational institutions should pay more attention to equip students on acquisition of necessary entrepreneurial skills. This would make them more employable, self-employed for self-reliant and promote national development.

The research survey study of Akinbami (2011) on economic empowerment of rural women as a panacea for rural development. Data was collected through the use of structured questionnaires and interview. Data obtained were analysed using percentages and frequency counts. The study revealed that economic empowerment programmes could help to improve the living standard of the rural dwellers.. It was however, recommended that the programme could be a catalyst for rural development, if well developed.

In a similar study of Adeola, Bolarinwa and Olafare (2011) on curriculum outcomes, psycho-social characteristics and entrepreneurship abilities of College of Education Graduates, implication for national re-orientation and development. This study adopted an Ex-post facto design. Self-structured characteristics rating questionnaire and personality job behaviour inventory were validated and used for data collection. Multiple Regression analysis and Pearson Product Moment Correlation Coefficient (PPMCC) were the statistical tools used for data analysis. Findings of the study revealed that, predictors' variables when jointly accounted for 6.7% variance observed among the College of Education graduates' entrepreneurial abilities. The findings revealed that positive and significant relationship exists

among curriculum outcomes, psycho-social characteristics and entrepreneurial abilities of NCE graduates. It is, however, recommended that, the curriculum of NCE programmes should be overhauled to integrate modern business and entrepreneurial practices with a view to achieve the goals of national re-orientation and development, through entrepreneurship education.

Similarly, on the study conducted by Onyishi (2004); Omoniyi & Osurinde, (2005) on causes of ambivalent of adult participation in non-formal education programmes. Tolbert and McGirney (2002) stress, that various factors accounted for adult learners ambivalent attitudes such as; current socio-economic status of the adults, educational level attained, socio-cultural factors, such as, class division, gender, race, family, environment and value system. Recommendation was made that, adult learner participation in non-formal education programme be used as basis for planning such programme.

In the survey studies carried out by Oladipo (2005) on assessment of the nature of UNDP literacy and skill development assisted programmes for women in Nigeria, the major instrument used to gather data was questionnaire, which was administered to the respondents that were mainly illiterates. The variables of the research included; the respondents' age, marital status, staff status, knowledge on the programmes for women in urban, semi-urban and rural areas, as well as the nature and accessibility of women to the programmes. The study indicated that, literacy is not the priority of the UNDP programmes for women, but vocational skill training and other empowerment programmes. Recommendation was made that, UNDP programme for women should include; vocational and skill training to environmental, political and functional literacy empowerment.

In the study of Peter & Agboola (2004), on relevance of national youth service corps scheme to capacity development and skills enhancement for fresh graduates. A descriptive survey research design was used to collect data for the study, through questionnaire and oral interview. The Chi-square statistical analysis was used at 0.5 level of significance. The results of the study show that there was significant influence of NYSC scheme on capacity development of young graduates. Also, there is a high tendency that the scheme could enhance the skill competency of the fresh university graduates.

In another study of Kester, Ajala, Olarubofin and Ayim (2003) on NEEDS - assessment Survey of Small and Medium Scale Enterprises (SMEs) and employment generation in Lagos State, Nigeria ex-post facto research design was adopted for the study. of Lagos State, where SMES activities are much felt. A four point Likert rating scale was used. The study's participants consisting 420 purposively selected respondents from four LGAs, where SMEs

activities are felt. A four-type attitudinal scale questionnaire tagged “NESEGS” with reliability co-efficient of 0.76 was used for the study. Chi-square (χ^2) statistical tool was employed to test the five null hypotheses stated for the study at 0.05 level of significance. The findings from this study indicate that, there is a significant relationship between the pattern and nature of SMEs and employment generation in Lagos State. .

In the study of Ogunnu (2005) on SMEs in Nigeria: Problems and prospects. A descriptive survey research was used. A total of 300 SMEs were randomly selected from a cross section of a population of 1,500 SMEs that, spread among all the states of Nigeria, including Abuja and covering virtually all forms (sole proprietorship, partnership, private and public limited companies and hosts.) took part in the study. Eleven banks were also selected for the study. Participants were selected through, simple random sampling technique or process. Two sets of questionnaires were constructed, one set for the SMEs, and the other for the banks and administered on the participants. The responses to the questions were complemented with personal interviews of the key operators by the researcher. The responses of the participants were analysed by the use of Statistical Package for Social Science (SPSS), which generated the frequency distributions, means, standard deviations, variances, standard errors, chi-square statistics, correlations, analyses of variance, t-statistics of the responses. The findings show that, SMEs in Nigeria have performed below expectation, due to a combination of problems which ranges from attitudes and habits of SMEs through environmental related factors, instability of governments and instability in government policies. Recommendation was made that since SMEs is playing significant roles in the growth, development and industrialisation of many countries. Therefore, this sector should be developed

Also, in the study of Akpomi (2009), on entrepreneurship education for all students in higher educational institutions in Nigeria, a means to a sustainable development. The study examined entrepreneurship education and training and how various disciplines could be employed to teach entrepreneurship and foster students’ interests in business. Results of findings however indicated that, sustainable development in the context of this study could only be achieved, when Entrepreneurship Education is taught by non-business students. He made a recommendation that, module, tripartite and practical means (involving students, entrepreneurs, and academics) of delivery, as well as, assessment procedures which he believes will lead to a sustainable development.

Similarly, in the study of Abubakar (2010) on refocusing education system towards entrepreneurship development in Nigeria: a tool for poverty eradication. The study

emphasised the need and importance of entrepreneurship education, which could serve as panaceas to some socio economic problems. The methodology used was a review of the current situation, especially the existing educational policies and highlights the need for departure by studying some models that could be applied. The study discovered that the current education system is deficient, hence can not provide the necessary impetus for development.

In the study of Fasoranti (2010) on influence of micro-credit on poverty alleviation, among rural dwellers: A case study of Akoko North and West LGAs of Ondo State, Nigeria. Descriptive survey design was used. Data was generated with the aid of well structured questionnaires. The data collected was analysed by the use of descriptive statistics. The findings was that, incidence of poverty was high among the economically active people, which the mean age was put at 33years. Also, the scheme had positive influence on the respondents' major macro-economic variables, namely; incomes, saving and consumptions, expenditures and assets acquisition. Poverty level was high as reflected in the type of residence, cooking materials health institutions attended by respondents and educational institutions attended by their children. Recommendation was that there should be a wide coverage of the state, by the scheme.

2.2 Theoretical Framework

Theories are regarded as analytical events, which are relevant in the exploration of observed relationship and also, upon which a study is anchored. This study is anchored, mainly on the theories, considered very relevant to it. The theories include;

1. Becker's Human Capital Theory, and
2. Programme Evaluation Theory.

2.2.1 Becker's Human Capital Theory

The human capital theory was propounded by Becker in 1993. However, the origin of the theory has been traced to Adam Smith (Wikipedia Free Encyclopedia) who defined, Human Capital as the acquired and useful abilities of all the inhabitants or members of a society. The acquisition of such talents and their maintenance by the acquirers. According to Adam Smith, it is through education, study or apprenticeship. Smith emphasizes, that costs as real expenses, which are capital fixed and realized as they were in the person. Adam Smith opines, that these talents make persons to be fortunated and that of the society, they live or belong to (Becker, 1993, 1994 and 1996).

The human capital is defined as the activity that promotes or increases future consumption possibilities by increasing the resources in people, through training, which has

been identified as one of such activities (Becker, 1993 and 1996). Human capital theory suggests that, education or training raises the productivity of workers by imparting useful knowledge and skill thus, raising workers' future incomes by increasing their life-time earnings. Becker, (1964), provides an explanation which connects or links investment in training with workers' wages. They also, stress that over the past thirty years, hundreds of studies have been conducted to estimate Rate of Returns to Education (RORE), most of such studies show that, formal schooling is a crucial or important factor in explaining variations of salaries and wages in well developed countries. Psacharopoulos (1985 and 1994) asserts that comparative studies have been conducted in some less developed countries, focusing on investment on formal education. What seems to be the central idea of human capital theory according to Becker (1993), (1994) and (1996) is that: training is an investment in human capital, which in turn results to a high occupational performance of workers.

Human capital therefore observes that, education or training raises workers' future incomes by raising or increasing their life-time earning (Becker, 1964). It is worth noting, that the use of the terms in the modern neo-classical economic literature is credited to Mincer (1958) in the Journal of Political Economy titled, "Investment in Human Capital and Personal Incomes Distribution". Becker's Human capital theory states that, workers' productivity is determined, through the vocational skill training acquired. Becker (1964) observes, that education or training raises the productivity of workers by imparting useful knowledge and skill, and provides different explanations on how education is related to workers' productivity. Human Capital Theory therefore suggests or reflects that higher earnings of educated workers are simply a matter of abilities acquired by them during the process of education. The strength of Human Capital Theory lies on the fact that, skill acquisition training is a correlate of enhancement and improvement of occupational productivities by the workers.

However, while Becker (1964) strongly suggests, that education or training raises the productivities of workers by imparting useful training and skills, Becker's critiques offer different explanations on how education is related to workers' productivity and higher earnings of educated workers depend on the superior training acquired, during the process of education, rather than, through skills and knowledge. Spencer (1973) however differs; he argues that education is used as a market signal to indicate the potential and productivity of workers.

Thurow (1975) asserts, that productivity is largely a characteristic of jobs, rather than of the workers. He goes further to state, that employers use education credentials to select

workers, because better-educated workers can be trained for specific jobs more quickly and at a lower cost than their less-educated peers. Education enhances individual's ability to successfully deal with disequilibrium in changing economic conditions. Such ability includes; perceiving a given disequilibrium, analysing information and re-allocating resources to act (Thurow, 1975).

Levin and Kelly (1994) note that the organisation of productivity, such as the extent of discretion, participation in decision-making, responsibility sharing and information available to employees all affect the employee utilisation of their abilities. Levin (1994) suggests, that education could improve productivity only, if it complementarily exists, along with training, contract terms and management practices. They however, pointed it out that, the Economists and other social scientists have over-estimated the pay-off resulting from increase in formal education, while they have ignored the complementary inputs and conditions. Hall & Jones (1999) maintain, that differences in capital accumulation, productivity and output per-worker are fundamentally related to difference in social infrastructures which include; the institutions and government policies, that determine economic environment, within which individuals accumulate skills, and firms accumulate capital and produce output. They argue, that lack of these conditions would cause loss in production.

The human capital theory tends to attribute workers' knowledge level to their level of knowledge acquired in formal schooling. This is the basis of Livingstone, Hart and Davie (1997) assumption that, more schooling could lead to productivity and micro-economic growth. However, it should be emphatically stressed, that formal schooling cannot sustain individuals in terms of giving skill, knowledge and developing one's capacity to be effectively productive to himself or herself and to his or her employer.

It is interesting to note, that formal schooling has its own attendant problems in form of unemployed school graduates, despite its rapid expansion, throughout the world in recent times. However, as noted by Belanger and Tuijman (1997) that Adult Education development in developed countries in recent years is focused on strengthening vocational skill acquisition, so as to meet the needs of skills development, across all occupational strata in the global, economy. There must be a mixture of education and training availability to actually give vocational skill acquisition opportunities to workers (Middleton, Zinderman and Adam, 1993). The position of critique of Human Capital Theory, rests on the fact that, workers productivity in their occupation may not be only through formal education or schooling rather, through the life-long learning. Effective employee must be life-long learners

in an increasingly globally competitive enterprise environment. The informal working related learning of workers and their cumulative bodies of tacit knowledge as symbolic relevance to their efficiency on the job (Livingstone, Hart and Davie, 1997).

The relevance of human capital theory to skill acquisition and entrepreneurial development training programmes therefore rests on the fact, that the programmes fall within the scope of non-formal education and which skills and training acquisition is one of its objectives. Also, that formal education to some extent may not be adequate to offer adequate trainings and skills needed for the optimal productivity of the workers, whether self-employed or employed.

Further, the theory suitability to this study is that, skill that workers need for organisational and occupational efficiency and productivity can be acquired through, non-formal training to upgrade and update their vocational skills competency for maximal and optional occupational productivity which is achievable, through human capital development. Hence, several studies have shown that, one of the resultant problems of formal schooling is unemployment, which programmes under evaluation, aimed at addressing by giving practical vocational training and entrepreneurship skills that will economically sustain its clientele or participants for efficiency and occupational, productivity, among others.

2.2.2 Programme Evaluation Theory

The development of programme evaluation theory can be traced to the publication of Stufflebeam (1999). He began in his effort to fashion out alternative approaches to programme evaluation. Stufflebeam (1999) opines that evaluation is a study conducted and designed to assist some audience to assess objectives merit and worth of programmes. This definition seems to be in conformity with Dictionary definition of evaluation. It is also in consonance with the definition of evaluation which undermines published set of professional standard for evaluation (Joint Committee, 1981-1994).

Wikipedia Free Encyclopedia defines programme evaluation, as a systematic method of collecting, analysis and using information to answer questions about programmes, particularly about their effectiveness and efficiency. This definition seems to question whatever programmes indicated as intended effects. Also, how programmes could be improved, whether the programme is worthwhile, whether they have better outcomes and whether the programmes are appropriate and useful programmes theory. Evaluation provides answers to these questions. However, the best way to answer these questions is for the evaluation to be a joint project or programme among evaluators and stakeholders . Rossi,

Lipsey and Freeman, (2004) stress that at various stages of programmes, evaluation could be carried out. They also suggested the following types of evaluation or assessment.

Assessment of the Need of Programmes:

Rossi, Lipsey and Freeman (2004) opine that need assessment examines the participant of programmes. This is to ensure that whether the need as conceptualized in the programmes actually exists in the population. According to them, this will help to identify and diagonalise the actual problem the programme is meant or trying to address. Needs assessment encompasses the processes or methods used by evaluators to describe any diagnose social needs. This is to ensure the effectiveness of the programmes. Without need assessment an erroneous opinion or motion may be formed that the programmes objectives have been achieved. Rossi, Lipsey and Freeman (2004), suggest that programme evaluators from time to time should have a regular consultation with the host community, stakeholders and with the people that would benefit from the programme, before the programme could be developed and implemented. This would enable likely barriers to a programme to be identified. Rossi, Lipsey and Freeman (2004) suggested four steps in conducting need assessment. They are:

- 1. Perform a Gap Analysis:** Evaluation will have to compare current situations to the desire or necessary situations. The gap between the two would help to identify the need, purpose and aims of the programme.
- 2. Identify Priorities and Importance:** After the identification of the needs purposes and aims of programme. It must be examined in view of their significance to the programmes goals and constraints. This has to be done by putting the following factors into consideration, cost effectiveness i.e consider the budget of the programme, assess cost or benefit ratio), executive pressure, whether top management expect a solution and population, whether many too people are involved.
- 3. Identity Priority and Importance:** This has to do with identification of specific problem areas which need to be addressed. Also, to assess or evaluate the skills of the people that will be involving in the execution of the intervention programmes .
- 4. Identify Possible Solutions and Growth Opportunities:** This is a crucial step in evaluating programmes. Hence, the effectiveness of a programme cannot be assessed without knowing what the problem was (Rossi, Lipsey and Freeman, 2004).
- 5. Assessing Programmes Theory:** The programme theory also called a logic model or impact pathway (Rossi, Lipsey and Freeman (2004). This has to do with how to achieve the intents, goals and objectives of a programme. The programme evaluators

have to detail the programme staff on how exactly, the programme is supposed to achieve its aims. Also, to assess whether the logic adopted is plausible. The programme theory drives the hypothesis to test for impact evaluation. Developing a logic model for a programme would also build common understanding among the programme staff and stakeholders, about what a programme is actually meant to achieve, which is often lacking or missing.

6. **Assessing Implementation:** This level of evaluation determines, whether the components that are relevant to the success of the programmes are being implemented. Assessment of implementation determines whether the target population is accessible, people are getting or benefiting from the intended services, staff are adequate and qualified, and so on. Assessment implementation is an ongoing process in which repeated measures may be used to evaluate, whether a programme is being implemented effectively or not.
7. **Assessing the Impact (effectiveness):** This stage of programmes assessment focused on achievability of the intended outcomes of a programme. Sophisticated statistical instrument can be used in this regard to measure the effect of the programme and to also find casual relationship among the programmes and the various outcomes.
8. **Assessing Efficiency:** Finally, cost-benefit or cost effectiveness assesses the efficiency of a programme for comparison. It should be noted, that an efficient programme has a lower cost-benefit ratio. Rossi et al (2004) posit that, there are three utilization of programme evaluation results. They are:
 - (i) **Direct (instrumental) Utilization:** The utilization of programme evaluation on the improvement of the structure or the process of a programme. The results of the evaluation would result to changing the implementation processes.
 - (ii) **Conceptual Utilization:** This simply has to do with using the result of the programme evaluation to conscientize people with regards to the issues that, form parts of the concerns of the programmes.
 - (iii) **Persuasive Utilization:** This is the use of evaluation results in an effort to persuade audience to either support an agenda or to oppose it (Rossi et al, 2004).

Generally speaking, programme evaluation theory has the following advantages;

- i. Communicating and dissemination information in building support for a programme.
- ii. Assessing the achievement of the intended outcome of a programme.
- iii. Diagnose problems or barriers facing programmes.
- iv. Sensitizing and conscientizing people for a programme.

- v. Providing reliable data to the stakeholders in a programme.
- vi. Monitoring the effectiveness of a programme and host of others.

These are numbers of methodological evaluation Bamberger, et al (2004) posit that “the shoestring approach” which is designed to assist evaluators operating under limited budget, limited access or availability of data and limited turn-around time. Bamberger et al, (2004) note that poor budgeting for programme evaluation might make the application of the most appropriate methodological instruments, very difficult. Also, lacks of reliable data, time constraint are some of the challenges facing programme evaluation theory (Bamberger et al, 2004). Other methodological constraints are language and culture. Culture is defined as a constellation of both written and unwritten expectations, values, norms, rules, laws, artifacts, rituals and behaviours that permeates a society and influence how people behave socially (Ebbutt, 1998). Culture can influence many facets of evaluation process including: data collection, evaluation programme implementation and the analysis of the results of the evaluation. Language can also be a major barrier to communicating concepts, which evaluator is trying to access.

This theory is therefore relevant to the study hence, the study is on evaluation of a programme, that is Impact evaluation of skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria in order to ascertain, whether it stated objectives have been achieved. Hence, programme theory of evaluation in content is in conformity with the purpose of this study in terms of evaluating the achievability of the identified objectives of the programmes, measuring activities and outputs (process evaluation); measuring outcomes (impact evaluation) and establishing the “activities-outcomes” connection. In Adult and Non-Formal Education (ANFE) programme design for specific purpose(s) like, Skill acquisition and entrepreneurial development training and other related programmes should be evaluated at every stage of implementation.

2.3 Framework for the Study

This study anchored on a Modified Kirkpatrick’s Training Evaluation Model (MKTEM) (2010), which has a broad look at five levels of evaluating a training programme. In other words, how training or skills acquired, through a programme can result to:

- i. reaction
- ii. learning

- iii. job/behaviour and performance
- iv. organizational outcomes and
- v. return on training investments (Kirkpatrick, 2010).

Kirkpatrick's training evaluation model (2010) stresses that, reaction prospects of programme(s) are crucial issues which call for evaluation in vocational training programme(s). Therefore, programme evaluation is to assess the effectiveness of what has been done to the trainees in the light of reaction, learning, job/behaviour and performance, organization outcome and return on training investment.

Kirkpatrick's training evaluation model is stressing that, training must be assessed in terms of its activities, so as to determine, whether its objectives have been achieved or not. In other words, did the trainees learn what they were taught? Are the trainees capable of applying what they have learnt in training to the job context and perform to the level expected of them, after training? Kirkpatrick (2010) maintains, that the final logical stage in the training process is to find out how effective the training has been. In a nutshell, the position of Kirkpatrick (2010) on assessing the effectiveness of training is to find out their reactions, learning, job behavioural changes and performance, the effects or results of training on organisational improvement and changes and return on training investment. Thus, Kirkpatrick training evaluation model (2010) states that, training or skills impacted to trainees or workers to enhance their productivity, employability and hosts as express by Becker's human capital theory (1993) must be evaluated or assessed.

Hence, the programmes under study are meant to impact training and skills, while the study focused on evaluating the programmes objectives in terms of its achievability or not clearly established the justification of the above theory and model to this study.

Tables 2.3 Modified Kirkpatrick’s Training Levels of the Evaluation

S/N	Levels	Skill Acquisition Programme (SAP)	Entrepreneurial Development Training Programme (EDTP)
1.	Reaction	While on training the trainees should have positive attitude towards acquisition of skills on vocations.	Clientele must show curiosity towards the training in entrepreneurship.
2.	Learning (knowledge and skills)	The trainees must acquire skills on vocations.	The trainees should be able to acquire knowledge on how to carry out entrepreneurial activities.
3.	Behaviour and performance (application of knowledge and skills)	The trainees should be able to put into practice or use skills acquired on various vocations e.g. clothes weaving, soap making, tie and dye making etc.	The trainees should be able to embark on entrepreneurial activities like, feasibility study, market strategies, costing etc.
4.	Organization outcome	Skills acquired by the trainees should be used to achieve organization goals.	The trainees should be able to use entrepreneurial training to meet organizational targets.
5.	Investment return	The skill acquired should be used to effect a positive financial turn-around , among the trainees.	Some levels of financial benefits should be achieved by the trainees in their entrepreneurial ventures.

Source: Modified Kirkpatrick Levels of Evaluation Model (2010) Modified by Erinsakin (2014)

2.4 Appraisal of Literature

Undoubtedly, skill acquisition and entrepreneurial development training programmes are strategies to tackle the pervasiveness of poverty and unemployment, among others in Nigeria. Its design and accreditation in recent times in Nigeria’s educational institutions are aimed at alleviating poverty and curbing the high rate of unemployment among the graduates of higher institutions, by equipping them with practical training on vocational and entrepreneurship skills.

Bechard and Toulouse (1998) opine that entrepreneurship education is a collection of formalised teaching that, informs, trains and educates everyone that is interested in business creation or small business development. Osuala (2004) stresses, that entrepreneurship education is a carefully planned process that eventuates into the acquisition of entrepreneurship competencies.

Skill acquisition programme by Ondo State Government of Nigeria was evaluated. The programme was conceived, designed and implemented, due to the poverty status of the people in the state, among other objectives. Ondo State is one of the few states in Nigeria, that have potentials for economic growth and development, considering the enormous natural mineral resources the state is endowed with. Yet, people in the state are still wallowing and languishing in abject penury and menace of squalors. This pathetic, unfortunate and unsavory situation precipitated the implementation of skill acquisition programmes, through which its participants could acquire skills in diverse vocations, in the nooks and crannies of the state.

The various literature and studies that were relevant to this study were reviewed. These included; skill acquisition and entrepreneurial development training programmes and poverty, unemployment, reduction in rural-urban migration, enhancement of social peace and stability and encouragement of the adoption of local technology. From the extensive review of literatures that are relevant to this study, it was noted that, in order to alleviate poverty and reduce the high rate of unemployment, specifically, entrepreneurship and skill acquisition programmes are germane. They have been found to be good strategies to make individuals a successful entrepreneur by acquiring relevant skills, which will bring about their understanding of the world of business in the society.

Similarly, the acquisition of practical skill in the various vocations has been found to be very appropriate at addressing the topical issues of poverty, unemployment and other economic problems affecting individuals and Nigeria. Towards this end, all the stakeholders in good governance, responsible and responsive governments should take it as a challenge to make the achievability and realisation of the objectives of the programmes in Ondo State, possible. However, studies that are directly on this study have not been done, and that is why this study is unique, which necessitated carrying out this study on evaluation of skill acquisition and entrepreneurial development training in Ondo State, Nigeria by the researcher.

2.5 Hypotheses

The following were the research hypotheses for this study;

H₀₁: There is no existing relationship between the establishment of skill acquisition and entrepreneurial development training programmes and the encouragement of the adoption of local technology for the enhancement of economic purposes in Ondo State.

- Ho₂: There is no relationship between skill acquisition and entrepreneurial development training programmes, and the enhancement of social-peace and stability in the state.
- Ho₃: There is no significant relationship between the establishment of skill acquisition and entrepreneurial development training programmes influence on reduction of rural - urban migration in the state.
- Ho₄: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and poverty reduction, among the people of Ondo State
- Ho₅: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and stimulation of youths' interests in vocational trades, through the provision of training.
- Ho₆: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and the provision and mobilisation of micro-credit asnd (other resources) to the successful graduands of the programme.
- Ho₇: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and encouragement of productive entrepreneurial and the inculcation of small business management skills among the trainees of the programme.
- Ho₈: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and enhancement of self-employment for self-reliance among the trainees of the programmes.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methodology adopted for the study. It entails; the research design, study population, sample and the sampling technique, instrumentation, data collection procedure and method of data analysis.

3.1 Research Design

Descriptive survey design was adopted for this study. The choice of this design was on the ground that not everybody in the population for the study could be covered. Hence, a sample of the population was selected and data generated from the sample was generalized on the entire population of the study.

3.2 Population of the Study

The population of this study comprising of two categories of the participants of skill acquisition and entrepreneurial development training programmes in Ondo State. The categories are the current trainees of the programmes, which constituted 1,527 and the graduates of the programmes which constituted 4,736. Thus, making the population of the programmes for the study 6,263.

3.3 Sample and Sampling Technique

A sample size of (1,080) was chosen from the actual population of 6,263 comprising the current trainees and graduands of skill acquisition and entrepreneurial development training programmes in Ondo State. This represents 17% of the entire population for the study. A multi-stage sampling technique was adopted for the study. Stratified and proportional sampling techniques were used to select 17% from the population of the programmes.

Table 3.1: Population and Sample Selected from the Local Government Areas Hosting Skill Acquisition and Entrepreneurial Development Training Programmes (SAEDTP) Centres in Ondo State, Nigeria

S/ N	Names of Local Government Areas in Ondo State	Locations	Current Trainees		Graduands of the centre		Total Sample chosen from the current trainees and graduands/ percentages
			Population	Sample chosen	Population	Sample chosen	
1.	Akoko- North East Local Govt. Centre for SAEDTP	Ikare	80	40(32%)	160	20(13%)	60 (25%)
2.	Akoko North West Local Govt. Centre for SAEDTP	Oke Agbe	96	40(38%)	186	20(37%)	60 (21.2%)
3.	Akoko South East Local Govt. Centre of SAEDTP	Isua	78	40(31%)	246	20(49%)	60 (19%)
4.	Akoko South West Local Govt. Centre for SAEDTP	Oka	80	40(32%)	264	20(53%)	60 (17.4%)
5.	Akure North Local Govt. Centre for SAEDTP	Iju/ Itaogbolu	88	40(35%)	326	20(65%)	60 (14.4%)
6.	Akure South Local Govt. Centre for SAEDTP	Akure	96	40(38%)	210	20(42%)	60 (20%)
7.	Ese-Odo Local Govt. Centre for SAEDTP	Igbekebo	64	40(27%)	338	20(68%)	60 (15%)
8.	Idanre Local Govt, Centre for SAEDTP	Owena	78	40(31%)	256	20(51%)	60 (18%)
9.	Ifedore Local Govt. Centre for SAEDTP	Igara-oke	86	40(34%)	210	20(42%)	60 (20.2%)
10.	IleOluji/Okeigbo for Local Govt. Centre for SAEDTP	Ile-Oluji	50	40(20%)	198	20(40%)	60 (24.1%)
11.	Ilaje Local Govt. Centre for SAEDTP	Igbokoda	94	40(38%)	284	20(57%)	60 (21.2%)
12.	Irele Local Govt. Centre for SAEDTP	Ode-Irele	100	40(40%)	486	20(97%)	60 (10.2%)
13.	Odigbo Local Govt. Centre for SAEDTP	Ore	68	40 (27%)	234	20(47%)	60 (20%)
14.	Okitipupa Local Govt. Centre for SAEDTP	Okitipupa	78	40(31%)	312	20(62%)	60 (15.3%)
15.	Ondo East Local Govt. Centre for (SAETP)	Bolorunduro	65	40(26%)	288	20(58%)	60 (16.9%)
16.	Ondo West Local Govt. for SAEDTP	Ondo	126	40(50%)	219	20(44%)	60 (17.3%)
17.	Ose Local Govt. Centre of SAETP	Ifon	102	40(41%)	300	20(60%)	60 (15%)
18.	Owo Local Govt. Centre for SAEDTP	Owo	98	40(39%)	214	20(43%)	60 (19.2%)
	Total		1,527	720	4,736	360	1,080 (17.2%)

Source: Survey Field, 2013

3.4 Instrumentation

The instrument used for data collection for this study was a single scale questionnaire tagged, Skill Acquisition and Entrepreneurial Development Training Programmes (SAEDTPs) which was self-developed to evaluate the programmes and divided into nine sub-scales. The scales covered: (i) Impact Questionnaire Scale (ii) Vocational Trade Questionnaires (iii) Micro-Credit and other Resources Mobilization (iv) Local Technology Adoption Scale (v) Self-reliance through Self – Employment Questionnaire (vi) Rural to Urban Migration Reduction Scale (vii) Enhancement of Social-Peace and Stability (viii) Poverty Reduction Questionnaire (ix) Productive Entrepreneurial and Small Business Management Scale. The scales were rated on a 4 point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Responses on these scales were rated and scored 4, 3, 2, and 1 for SA, A, D, and SD, respectively. 1080 questionnaires were distributed and 1,076 retrieved from the respondents.

The researcher ensured that all the relevant items in the questionnaire were related to the objectives of the study. The draft questionnaire was subjected to the criticism of the researcher's supervisor, and experts in Department of Test and Measurement of the University of Ibadan, Ibadan and other Universities in Nigeria. Their suggestions, criticisms, modifications and comments were adopted in preparing the final draft of the questionnaire, so as to ensure that the instruments had content validity.

Also, for the reliability of the research instrument, that is the ability of the instrument to produce consistent result(s). For the reliability of the quantitative instrument for this study, it was conducted, through test and re-test method. This was done by administering the structured questionnaires for generating data for this study to a group of respondents at a different vocational skill acquisition centre, outside the centres used for generating data for the study, using the same set of structured questionnaire. The centre used, was Don Bosco Catholic Technical and Vocational Skill Acquisition Centre, Ondo, Ondo State. This was done twice, at an interval of four weeks their responses were analysed by the use of Pearson Product Moment Correlation Coefficient (PPMCC), The result of the first result was 0.65, while the result of the second test was 0.68 significant at 0.05 level. The results showed a very close relationship, between the two sets of administered questionnaire, and it was concluded that the instrument was reliable for the study.

Table 3.2: Schedule of Focus Group Discussion Sessions Conducted for the Study.

S/N	Local Government Centres of (SAEDTP) in Ondo State	Locations	Number of Sessions	Dates	Number of participants
1	Akoko North-East	Ikare	1	2-5-12	6
2	Akoko North-West	Oke-Agbe	1	9-5-12	10
3	Akoko South-East	Isua	1	16/05/12	6
4	Akoko South-West	Oka	1	23-5-12	8
5	Akure North	Iju/Itaogbolu	1	30-5-2012	7
6	Akure South	Akure	1	6-6-12	6
7	Ese-Odo	Igbekebo	1	13-6-12	6
8	Idanre	Owena	1	20-6-12	7
9	Ifedore	Igbara-oke	1	27-6-12	8
10	Ile-Oluji/Okeigbo	Ile-Oluji	1	4-7-12	6
11	Ilaje	Igbokoda	1	11-7-12	10
12	Irele	Irele	1	18-7-12	6
13	Odigbo	Ore	1	25-7-12	6
14	Okitipupa	Okitipupa	1	1-8-12	8
15	Ondo East	Bolorunduro	1	8-8-12	8
16	Ondo West	Ondo	1	15-8-12	10
17	Ose	Ifon	1	22-8-12	12
18	Owo	Owo	1	29-8-12	6

Sources: Field Survey, 2012

Focus Group Discussion Guide

- i. Introduction of aims and mission of the study.
- ii. Can skill acquisition and entrepreneurial development training programmes stimulate your interests and interested adults in vocational trades?
- iii. Are these programmes capable of making provision and mobilization of micro-credit and other resources to the successful graduands of these programmes?
- iv. Do you perceive these programmes as capable of alleviating poverty and reducing unemployment to the lowest minimal level in Ondo State?
- v. Do you enroll for these programmes because of your desire to be self-employed for self-reliance, economically?
- vi. Do you think rural - urban migration in Ondo State can be reduced, through these programmes?
- vii. Can these programmes enhance social peace and stability in Ondo State?
- viii. Do you think these programmes can encourage productive entrepreneurial and small scale business management among its trainees?
- ix. Can adoption of local technology be enhanced, through these programmes?

- x. Can these programmes increase or develop your practical skills on vocations?
- xi. Do you perceive these programmes as capable of developing your performance productively in any organisation which you will find yourselves?
- xii. Do the skills taught in various vocations in these programmes have investment returns to you?
- xiii. Do you think there are challenges that are militating against achieving these programmes objectives?

Source: Field Survey, 2012

3.5 Administration of the Instruments

The researcher personally administered the questionnaire and conducted oral interview with his research assistants and graduates of Skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria.

3.6 Method of Data Analysis

Data collected were analysed, using descriptive and inferential statistics. Descriptive statistics (Pie and Bar Charts) were used to summarise and present results relating to demographic characteristics of the respondents while, Chi-square was used for the research question. Hypotheses raised for the study were tested by using Pearson Product Moment Correlation Coefficient (PPMCC) at $p < 0.05$. Content analysis was used for FGDs data.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results of data analysis arising from the responses generated from the respondents were presented. Also, presented were the discussion of research findings, based on the research question and hypotheses raised for the study.

4.1 Analysis of Demographic Characteristics of the Respondents

It is important to describe the demographic characteristics of the respondents, so as to place in proper perspectives their influence in making the participants enroll for skill acquisition and entrepreneurial development training programmes. The variables which formed the demographic characteristics are: age, gender, marital status, educational background or qualification, occupation and annual income levels. These are presented by showing the bar and pie charts responses of the respondents.

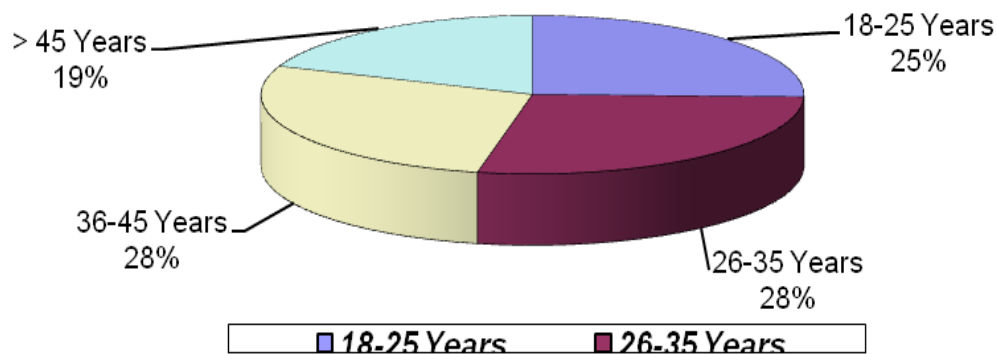


Figure 4.1: Analysis of Distribution of the Respondents by Age

Source: Field Survey, 2013

Figure 4.1 shows the various age groups which the participants or clientele of skill acquisition and entrepreneurial development training programmes belong, 25% of the respondents were drawn from the age range of 18 to 25 years. Those within the age range of 26 to 35 years constituted 28% of the respondents. 36 to 45 years constituted 28% respondents, while the percentage that falls within the age group of 46 and above constituted 19% of the respondents. Therefore, what can be deciphered from the analysis above is that, participants of different age brackets of skill acquisition and entrepreneurial development training programmes in Ondo State. Also, it can be deduced, that poverty and unemployment have no age limit, among the people in the State.

Moreover, that the programmes are capable of addressing the participants' felt needs inform their participation and enrollment for the programmes, in respect of the age brackets individuals belongs to. It is also evident that, the respondents within the age range of 18 to 25 years, and 26 to 35 years constituted the majority of adults that are beneficiaries of the programmes. Woolfik (2008), Awogbenle and Chijioke (2010) corroborate this, that youths constitute the highest number of the citizens or people, that are jobless in the society. Therefore, there is a dire need for governments to provide skill acquisition and entrepreneurial development training programmes for them to enable them to be gainfully employed.

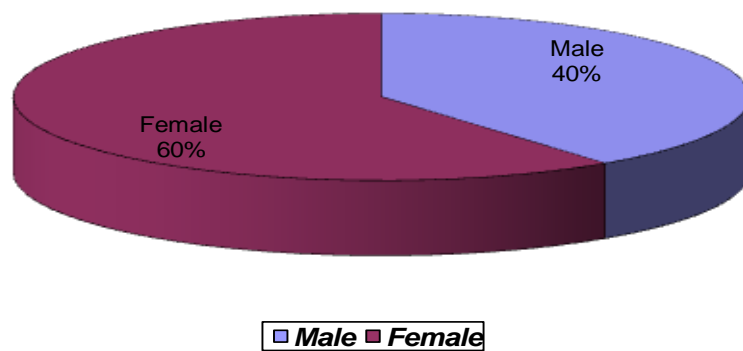


Figure 4.2: Analysis of Distribution of the Respondents by Gender

Source: Field Survey, 2013

Figure 4.2 x-rays the fact that, females are more prone to poverty and joblessness. This however, informs their dominance on male respondents. Hence, from the analysis above female constitute 60%, while the 40% are males. This adequately provides information, that, women are willing and ready to avail themselves with non-formal training programmes, which are capable of turning their fortunes around positively, which skill acquisition and entrepreneurial development training programmes offer, than their male counterparts.

The discrepancy in Figure 4.2 in the percentages of female and male respondents, further reiterates the fact, that women constitute the highest number of people in our society that, vocational skills and entrepreneurship training make provision for gainful employment as a sustainable means of livelihood. This lends credence to the views of Okojie (2003 and 2008) and Ruiz (2007) that, lack of productive vocational skills is one of the myriad of factors, that are responsible for poverty, unemployment and other economic in capabilities among women.

Murphy (1986) and Ngozi (2002) note, that vocations, such as, cooking, hair dressing, modern sewing, events decoration and a host of others are women's roles in the society.

Acquiring skills on these vocations will enhance women's economic posture in the society. Perhaps, this informs, why the majority of respondents of this study are women.

This analysis further indicates, that the stakeholders and providers of skills and trainings in vocational programmes need to improve women's access to the programmes, so as to enhance their economic empowerment and liberate them from poverty.

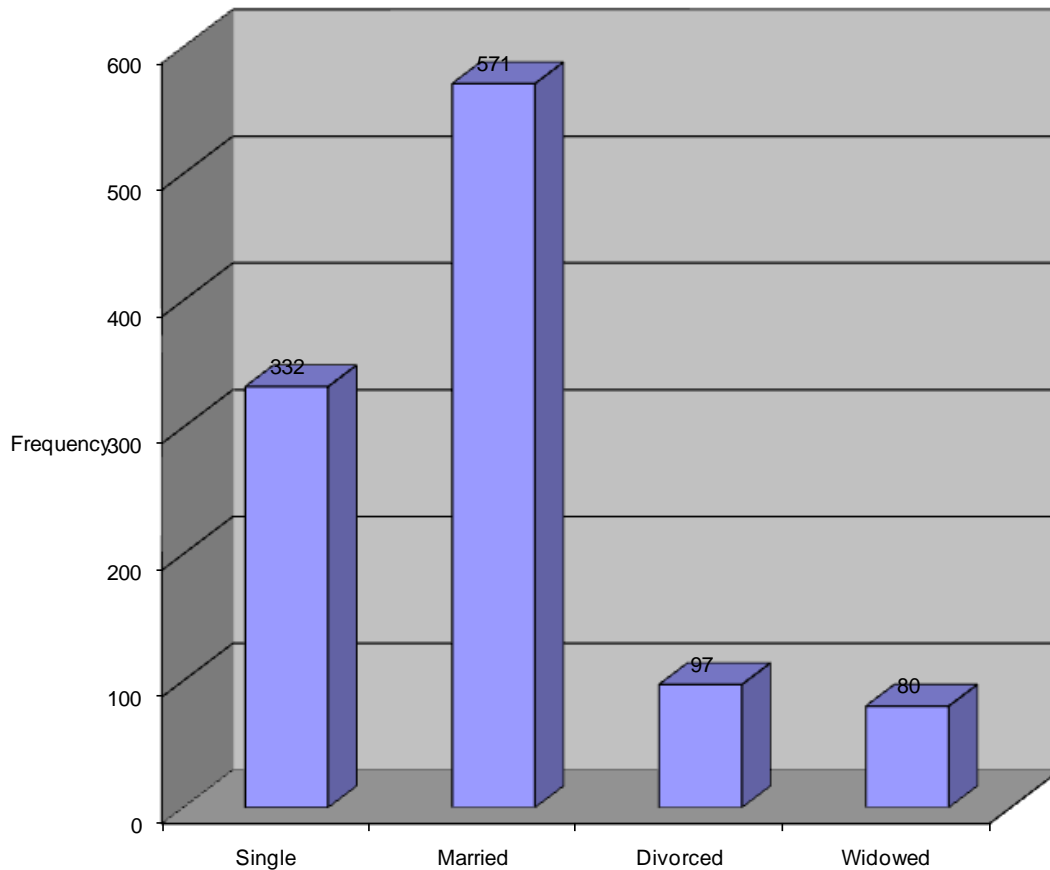


Figure 4.3: Analysis of Distribution of the Respondents by Marital Status

Source: Field Survey, 2013

Figure 4.3 above shows the frequency distribution of the respondents by marital status. Out of 1,080 respondents, 332 are single, 571 married, 97, divorced, while 80 widowed. Therefore, it can be deduced from the analysis above, that people in Ondo State irrespective of their marital status participate in the programmes. Also, that the programmes give equal access to everybody in the society without bias on the ground of marital status.

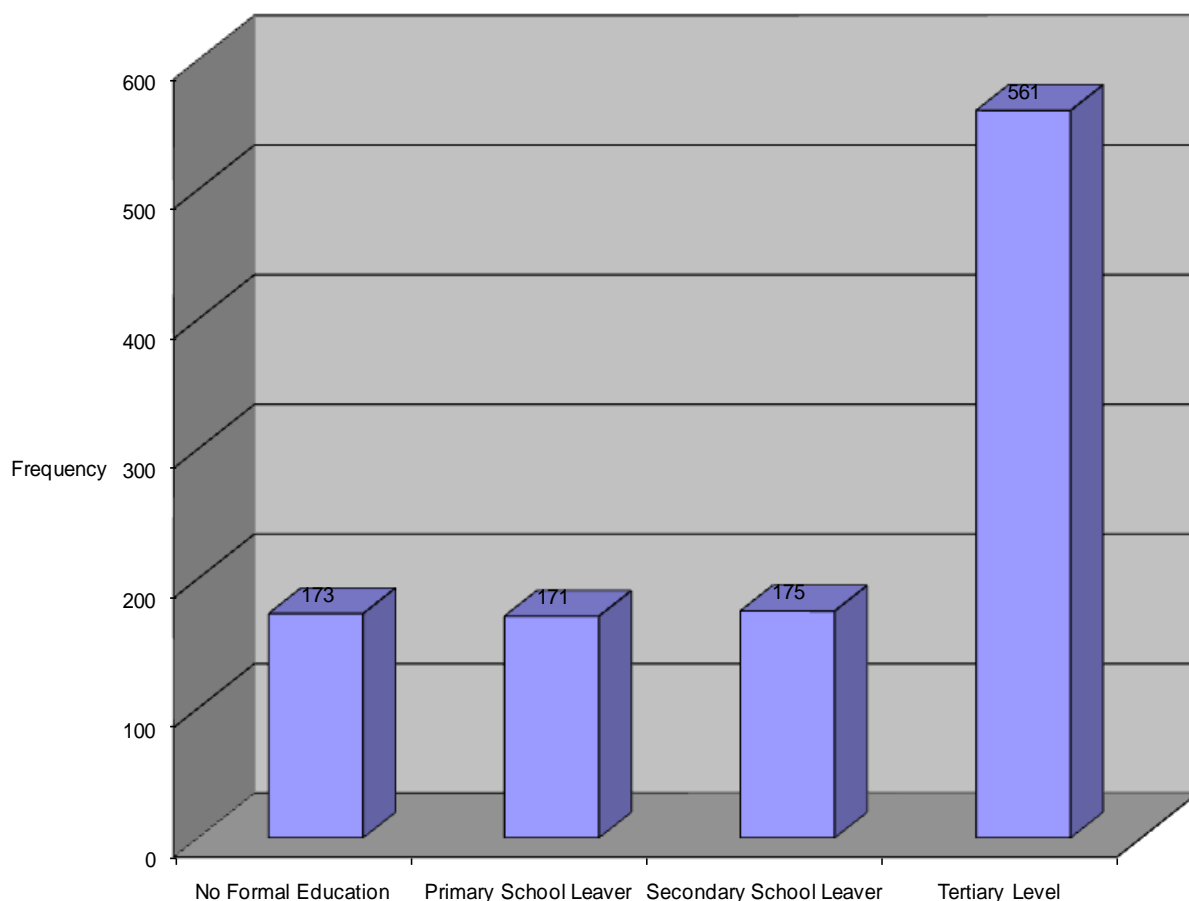


Figure 4.4: Analysis of Distribution of the Respondents by Level of Educational Qualification

Source: Field Survey, 2013

Figure 4.4 shows the educational qualifications of the respondents. From the analysis, 173 respondents have no formal education, 171 are primary school leavers, 175 are secondary school leavers, while the remaining 561 are graduates of tertiary institutions. It is evident therefore that, people of different educational qualifications and backgrounds are participants of the programmes in Ondo State.

Further, the mere fact that, 561 of the respondents, which invariably constituted the highest number of the respondents are graduates of tertiary institutions portends that, formal system of education is not adequate to give people the relevant skills and training in vocations and entrepreneurship for economic empowerment. Vocational skill acquisition and entrepreneurial development training will help graduates to be gainfully employed. Ekwhrudjakpor (2008) corroborating Dike (2006 & 2009) posits that, entrepreneurship training will give hundreds of university graduates yearly practical skills for self employment for self-reliance. This is also in consonance with the stance of Olaitan (1986) and Oni (1987), that skill acquisition and entrepreneurship education will enable graduates of universities to become job creators, instead of job seekers. The above result shows, that lack of formal

education is not a barrier to participation in non-formal training programmes. Hence, a reasonable number of respondents participating in skill acquisition and entrepreneurial development training programmes, under evaluation have no formal education 173

In conclusion, non-formal educational system should be developed to complement skills acquisition in place of , training offered by formal educational system. Hence, Matanmi (1967) argues, that acquisition of skills on job could be obtained by several alternatives (formal and non-formal) systems of education.

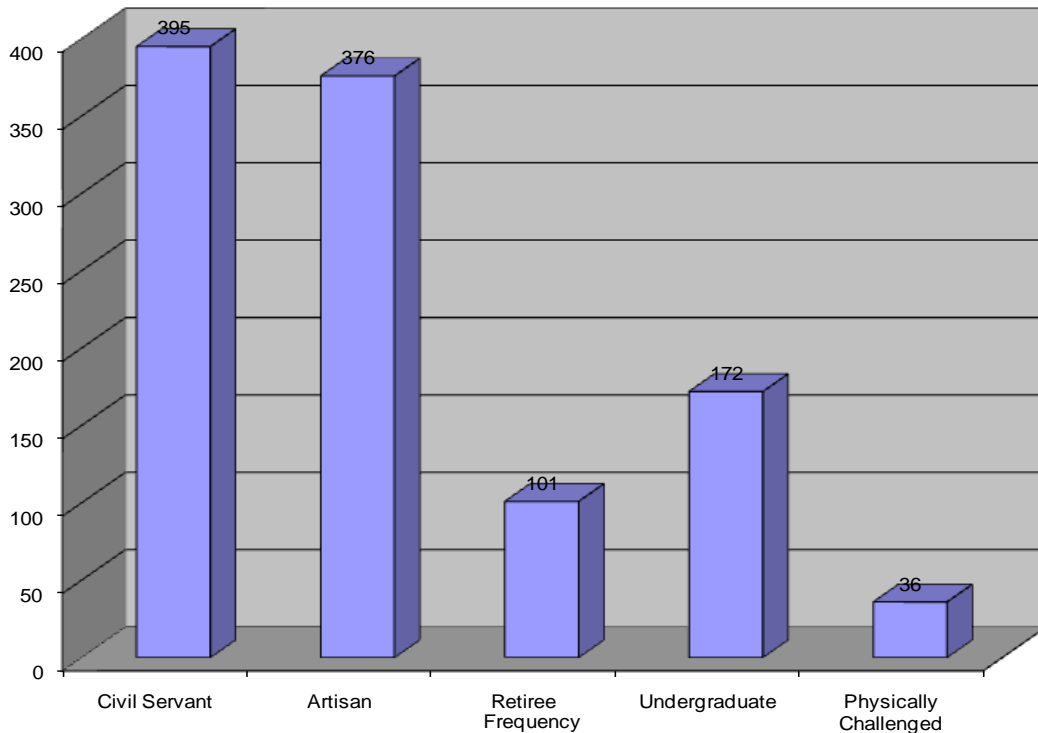


Figure 4.5: Analysis of Distribution of the Respondents by Occupation

Source: Field Survey, 2013

Figure 4.5 above shows the analysis of findings on the distribution of the respondents by occupation. The number of respondents that constituted civil servants is 305, artisans 376, the retirees 101; students 172 and 36 are physically challenged people.

In the first instance, the results show that people in different occupations enrolled for the programmes in Ondo State. The fact that the civil servants constituted the highest number of beneficiaries of the programme indicates, that it will enable them, most especially, the low income earners generate additional incomes. Agagu (2007) notes, that Skill acquisition and entrepreneurial development training programmes offer opportunities for the civil servants, whose monthly incomes are too low to sustain them, economically. Thus, the programmes will enable them to generate additional incomes to supplement their low monthly stipends

Also, that artisans are the highest number of respondents suggests that, the programmes give opportunity for enhancement of skills for occupational productivity of those, who have already acquired one vocational skill or the other perhaps, to acquire skills, which modern vocations or jobs demand. Similarly, the programmes are open to people from diverse areas of occupations.

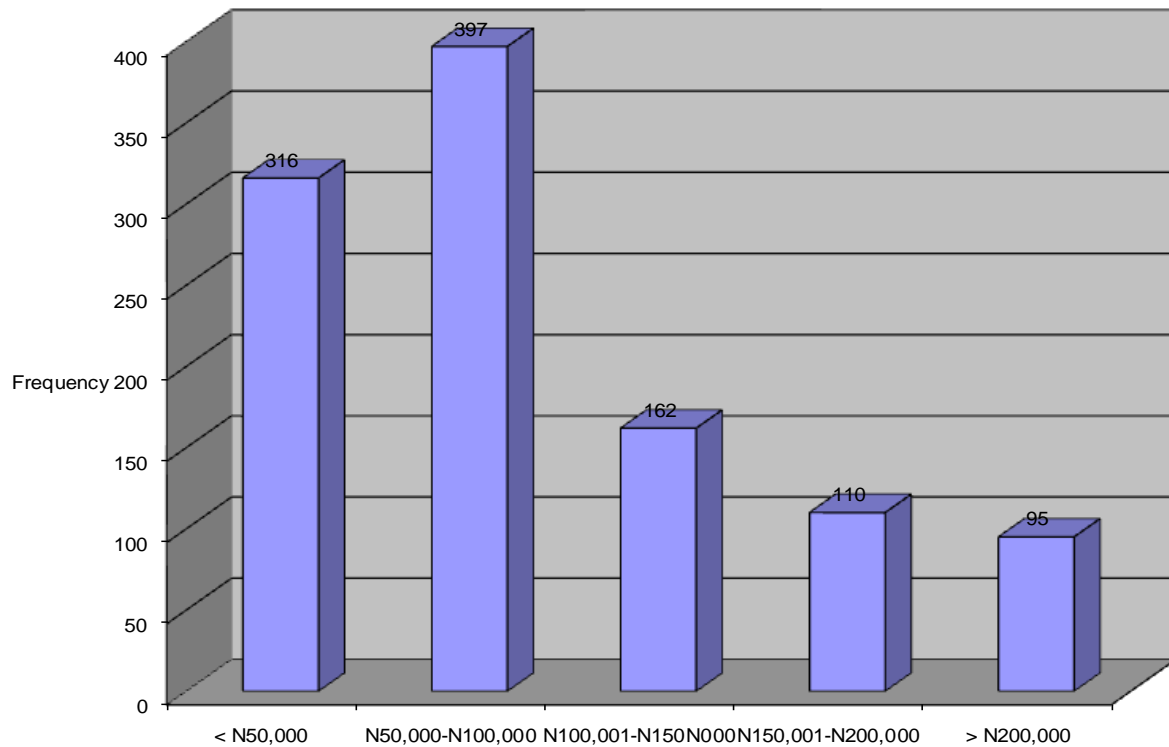


Figure 4.6: Analysis of Distribution of the Respondents by Annual Income

Source: Field Survey, 2013

From figure 4.6 above, it can be deduced that, respondents, whose annual income fall within the range of #50,000 and #100,000 represent the highest number of respondents (397) by frequency of their responses. This is followed by those whose income per annum falls within the income bracket of #50,000 (316). Also, 162 respondents fall within the income of #100,000 to #150,000, while those whose their annual income is above #200,000 constituted the least number of respondents (95), whose their number is just 95. This suggests that, income per-annum of the participants of skill acquisition and entrepreneurial development training programmes is a determinant factor for their participation in the programmes. Also, it denotes that, participation in the programmes is an alternative way of generating additional income for a sustainable livelihood, economically among the people of Ondo State.

4.2

Analysis of Research Question

Research Question: Will skill acquisition and entrepreneurial development training programmes impact positively on its beneficiaries in Ondo State?

Table 4.1: χ^2 contingency analysis on the relationship between skill acquisition and entrepreneurial development training programmes and its impact positively on its beneficiaries in Ondo State

Variables	χ^2 -cal.	df	χ^2 -critical	C	Sig.
Skill Acquisition Training Programme and Positive Impact on poverty Alleviation	78.12	1	21.03	0.555	0.946
Entrepreneurial Development Training Programme and positive Impact on Unemployment Reduction	56.40	1	21.03	0.816	0.760

Significant at 0.05 levels

The results from Table 4.1 show the contingency analysis of the relationship between Skill acquisition and entrepreneurial development training programmes and its positive impact on the beneficiaries in Ondo State. The findings reveal ($\chi^2 = 78.12$, $p < 0.05$) for skill Acquisition Training Programmes (SATP) and ($\chi^2 = 56.40$, $p < 0.05$) for Entrepreneurial Development Training Programmes (EDTP), respectively. The findings revealed that the programmes could impact positively on its beneficiaries in Ondo State in terms of alleviating poverty and reducing unemployment.

These results were in agreement with Oladapo (2005) view on SATP and EDTP as enduring panaceas to poverty and unemployment problems in Nigeria. Akpomu (2009) notes that, interests of the people could be stimulated on vocational and entrepreneurial activities through the programmes.

In line with the submissions above, NDE (2003) notes that, SATP could facilitate innovations, creativity, self employment for self-reliance and independence on a long - term basis. Youths in particular would be equipped with the appropriate skills in vocations, which would enable them to cope with the technological fast changing world. In the same vein, Gambari (2009) stresses that SATP could enhance acquisition of skill in vocations which would encourage people to embrace self-employment.

Similarly, Osuagwu (2002) posits that, EDTP would induce rapid and even economic development, create jobs and alleviate poverty among its clientele. Ogundele, Akingbade and Akinlabi (2012) stress that, EDTP is very crucial at boosting productivity, motivation, creating employment, prosperity and bring a positive turn around to the people, economically.

Further to the findings of the study, results on items (1) and (2) on positive impact questionnaire scale revealed, that the programmes had positively impacted on people in Ondo State and that people enrolled for the programmes, partly because of this. Findings on item (3) showed that people of Ondo State had perception of the positive impact of the programmes on their poor condition of living which could be abated. While, results on item (5) showed that since the implementation of the programmes in the state, there has been a positive turn-around in the lives of the people. Thus, indicating that the programmes could positively impacted on standard of living of the people in Ondo State.

The respondents for the study during the FGDs at the various centres of SAEDTP in Ondo State also gave different opinions and views on the positive impacts of the programmes to its beneficiaries. At a centre, a respondent says:

Both SATP and EDTP are timely intervention programmes to make people to be self employed for self-reliance and liberate them from poverty. These make me to enroll for it (FGD).

Similarly, a staff at another centre had this to say:

The positive impact of the programmes on the people makes it to be embraced in the state. The participants of the programmes are in no doubt will acquire skill and training on vocations and entrepreneurship which will enable them to live a decent standard of life, free from poverty and be self-employed, most importantly. However, rarity of facilitators is one of the major problems which government should hurriedly address to make the training here, more functional (FGD).

The various submissions of scholars which are also in consonance with the views expressed by the respondents above are confirmations that, the programmes had significantly and positively impacted on its' beneficiaries in Ondo State.

4.3 Testing of Research Hypotheses

H₀₁: There is no existing relationship between the establishment of skill acquisition and entrepreneurial development training programmes and the encouragement of the adoption of local technology.

The data collected from the respondents were analysed by the use of Pearson Product Moment Correlation Coefficient (PPMCC). The findings are presented in Table 4.2 below and followed by a detailed discussion.

Table 4.2: PPMCC showing relationship between Skill Acquisition and Entrepreneurial Development Training Programme and encouragement of adoption of local technology

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programmes (SATP)	14.5157	1.5847	1080	0.37*	.062	.000	Sig.
Entrepreneurial Development Training Programmes (EDTP)	16.8123	1.7252	1080	0.02*	.062	.000	Not Sig.
Adoption of Local Technology	18.1278	2.1865					

** Significant at .05 level*

Interpretation and Discussion of Findings

Table 4.2 above shows, there is a significant positive relationship between skill acquisition training programme on the encouragement of the adoption of local technology. Hence, ($r = 0.37^*$, $N = 1080$, $p < .05$), null hypothesis is rejected. However, EDTP did not. Hence, ($r = 0.02^*$, $N = 1080$, $p > .05$), null hypothesis is accepted. From the above results, it is obvious that, there is a strong relationship between SATP specifically on the adoption of local technology. Corroborating this, Nnenji (1992) notes, that vocational skill acquisition programme is an impetus for promotion and adoption of local technology.

Nwogu (1988) posits, that to enhance the adoption of local technology in Nigeria, educational system needs to be refocused towards acquisition of practical vocational skills. In the studies of Thiegbulem (1992), Nwamaka and Amachile (2011) contend that, there is need for effective planning and implementation of vocational skill acquisition programmes. Hence, it brings development to the technological sector of a nation. The view expressed above simply lends credence to the simple fact that, formal system of education may not be capable of giving the desirable vocational skills for the people which will improve the technological sector of the country. Hence, there is a need to fill this gap through the non-formal system of education. With quality vocational skill acquisition programmes people will be able to make use of their local technology for resources or materials. This will enhance the technological sector of the country (Gambari, 2011).

Further to the results of the study, findings on item (1) on the adoption of local technology questionnaire scale through SATP, revealed that the programmes could enhance the adoption of local technology through the skill on vocations which the programmes offered to its participants. While findings on item (3) also showed that the adoption of local technology has also been promoted or enhanced through the programmes in the state, and that

the skill offered by the programmes were relevant to the adoption of local technology. Findings on item (5) indicated that SATP could speed up the rate at which local technology is adopted. These findings aligned with the views of (Nnenji, 1992; Osoagwulu, 2004; Agagu, 2007).

Confirming the findings on Table 4.2, a male participant of the programmes submitted during the (FGD session that:

SATP programmes has enabled me to harness resources around me for my own benefits, technologically (FGD).

At another centre, a male beneficiary strongly maintains that:

SATP programme in no doubt, will boost and adequately enhance the adoption of local technology because vocational skills training offered by the programme have direct link with the use of local materials for technology (FGD).

Also, a female participant of the programmes expressed her mind by saying that:

There is no other programmes Ondo State Government can provide to can enhance the adoption of local technology than these programmes, most especially SATP. I think skill acquisition programme is the bedrock of local technology, this particularly makes me to enroll for the programmes (FGD).

Similarly, a graduate of the programme says this:

Some of the local materials are now being used. I think these programmes, especially SATP has actually be enhancing the adoption of local technology in the state (FGD).

Similarly, another staff of the programme says this:

Some of the local materials can now be used for local technology, through skills taught on vocations in these programmes. These programmes should be more funded by government to further strengthen it (FGD).

Emanating from the submissions of the participants of the programmes, during the FGDs sessions held, it can be succinctly drawn, that the programmes can contribute to the adoption of local technology, most especially SATP. In the same vein, Thiegbulem (1992) posits, that SATP is a basic factor in technological advancement of any nation. It is on this basis, that Federal Republic of Nigeria put in a lot of efforts towards making Nigerians acquires practical vocational skills. Hence, this will result to the production of craftsmen,

technicians and skilled personnels that will improve this sector of the nation (FRN, 2004). Thus, the programmes will speed up the rate at which local technology is adopted.

Also, it is on the premise that, SATP has potentials to enhance the adoption of local technology by giving people the relevant practical vocational skills that informed the commitment of Ondo State Government to the programme in terms of funding and provision of logistics for its sustainability. In a nutshell, the skill acquisition and entrepreneurial development training programmes, most especially SATP are ways to enhance the adoption of local technology.

H₀₂: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and enhancement of social -peace and stability.

The data collected from the respondents on this were subjected to Pearson Product Moment Correlation Coefficient (PPMCC). The result is presented on Table 4.3 and detailed discussion on it.

Table 4.3: PPMCC showing relationship between Skill Acquisition and Entrepreneurial Development Training Programmes and enhancement of social -peace and stability

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programme (SATP)	14.5157	1.5847	1080	0.27*	.062	.000	Sig
Entrepreneurial Development Training Programme (EDTP)	17.0325	1.8324	1080	0.24*	.062	.000	Sig.
Enhancement of Social-Peace and Stability	21.0250	2.2680					

** Significant at .05 level*

Interpretation and Discussion of Findings

Table 4.3 shows there is a positive significant relationship between skill acquisition and entrepreneurial development training programmes and enhancement of social- peace and stability. Hence, ($r = 0.27^*$, $N = 1080$, $p < .05$) for SATP and ($r = 0.24^*$, $N = 1080$, $p < .05$) for EDTP, respectively. Therefore, the null hypothesis is rejected. The results presented above indicate that, the programmes in Ondo State are capable of enhancing social- peace and stability. Hence, if people have the desirable vocational skills and training on entrepreneurship, it will enable them to be gainfully employed or self employed. Thus,

dissuading them from perpetrating activities, which are inimical to social- peace and stability in the society. Ihonbare (2008) notes, that people living with anger, pain and frustration, due to their poverty and unemployment status are more prone to commit crimes, which have strong negative implications on social- peace and stability in any community or nation.

Lending credence to findings on hypothesis Two, Nyong and Oladapo (2003) submit, that lack of relevance vocational skills and entrepreneurship training for empowerment is one of the causes or threats to social- peace and stability in the society. They particularly attributed youths' restiveness and militancy in the Niger-Delta region of Nigeria, which Ondo State belongs to lack of skill and training in vocations and trades for economic empowerment and a sustainable means of livelihood by the youths of the region, Olorunmolu and Agbede (2012) maintain that entrepreneurship training will enhance job creation and employability, which will subsequently reduce unemployment, poverty and social- vices in the society, thus, promoting and improving the living standard of the people which its resultant effects and enhancement of social peace and stability in the society.

Zainab (2012) notes, that Boko Haram activities are partly due to poverty, unemployment, among other motivating factors. She therefore submits that, skill acquisition training programme could curb the menace of Boko Haram. Timiebi (2010) posits, that skill acquisition and entrepreneurial development training programmes would go a long way to tackle unemployment, alms begging and insecurity in Nigeria. Hence, there is the need for careful planning and implementation of skill acquisition and entrepreneurial development training programmes in Nigeria. This accentuated the invigoration and implementation of the programmes by Ondo State Government.

Akinsuroju (2012) stresses, that people would be given the relevant practical vocational skills for productive occupational activities. This will in return result to a positive turn around in their fortunes, economically. Thus, enhancing social-peace and stability in Ondo State. She further states that breakdown of social peace and stability in the society are products of poverty and unemployment.

In addition to the findings of the study on questionnaire scale on encouragement of social-peace and stability item (1) revealed that the programmes could and sufficient enough to enhance social- peace and stability in Ondo State . Also, item (5) and (6) showed that the programmes were being implemented in the state, due to its relevance in promoting social-peace and stability in the state. Results on item (7) indicated that, since the implementation of the programmes in the state, there has been a relatively enhancement of social-peace and stability in Ondo State.

The findings above aligned with the views of Akinsuroju and Zainab (2012) and Nyong and Oladapo (2013) that, if people, especially, the youths acquired skill and training on vocations and entrepreneurship they would be productively engaged. Thus, distracting their attentions and minds on perpetrating or involving in series of crimes, which are anathema and capable of truncating social-peace and stability. Results from the FGDs further support the above findings.

Assertively, a participant of the programme during the FGD session said that:

One of the major causes of lack of social- peace and stability in the society today is inability to secure white collar jobs. Skill Acquisition and Entrepreneurial Development Training Programmes are answers to this situation in Ondo State (FGD).

In the same vein, a female beneficiary of the programmes reports that:

I am from the coastal area of Ondo State. Honesty, oil exploration has makes it very difficult for our people to be carrying out their traditional occupation (fish farming). With these programmes, our people will definitely have means of livelihood. These programmes will curb crimes in the coastal area of the state. But, centres should be made more conducive for training. This will motivate more clientele to enroll for the programmes (FGD).

At another centre of the programmes, a female participant submits that:

Social- peace and stability in Ondo State could best be enhanced, if people, most especially youths are giving skills and training for venturing into productive businesses and cottage industries. My participation in these programmes is to acquire such skills (FGD).

A trainee with the programmes had this to say:

The programmes will not only enhance social- peace and stability in the state but reduce poverty and unemployment among the people. I am very happy to be a participant of the programmes (FGD).

A graduate with the programme reports that;

Before the commencement of these programmes most especially in this local government, our youths have resorted into perpetrating serious of social-vices. Hence, oil exploitation in the area makes it difficult for our people to be going about the traditional occupation of the area, which is fish farming. These programmes have now serve as alternatives to this occupation through the skills and training it offered. Today, social-peace and stability are gradually being restored in the area (FGD).

In conclusion, based on the findings above skill acquisition and entrepreneurial development training programmes are mechanisms or devices to enhance social-peace and stability. Also, through the non-formal system of education, laudable programmes can be implemented, which will have positive effects on enhancement and promotion of social-peace and stability in the society. Therefore, all the stakeholders in the promotion, and enhancement of social- peace, stability and security should emphasise much on the acquisition of skills and training on vocations and trades.

H0₃: There is no significant relationship between skill acquisition and entrepreneurial development training programmes influence on the reduction of rural-urban migration.

Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyse it. The findings of result were presented on the Table 4.4 and followed by a detailed discussion.

Table 4.4: PPMCC showing the relationship between Skill Acquisition and Entrepreneurial Development Training Programmes and reduction of rural to urban migration

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programme (SATP)	14.5157	1.5847	1080	0.21*	.062	.000	Sig.
Entrepreneurial Development Training Programme (EDTP)	15.7231	1.3241	1080	0.11*	.062	.000	Sig.
Reduction of Rural–Urban Migration	18.9667	2.3130					

** Significant at .05 level*

Interpretation and Discussion of Findings

Results in Table 4.4 above shows that, there is a positive significant relationship between skill acquisition and entrepreneurial development training programmes and reduction of rural to urban migration. Since, ($r = 0.21^*$, $N = 1080$, $p < .05$) for SATP for EDTP and ($r = 0.11^*$, $N = 1080$, $p < .05$), respectively, the null hypothesis is rejected.

This result is in line with Danesty (2011) maintains, that the search and crave for vocational skills acquisition training programmes by the people, most especially the youths make them to migrate from rural areas to urban settings. Ondo State Government (2006) asserts, that the rate at which people are migrating from rural to urban areas is one of the factors, which necessitated the implementation of the programmes in the state. If people in

the rural areas have opportunities to acquire practical vocational skills and training in entrepreneurship they will be comfortable to stay in the rural areas. There is over population in the urban areas of the state (Ondo State Government, 2006). This was also buttressed by the findings of the studies of Nnadi, Chikwe, Atoma, Egwuonwu and Echemata (2012), that access to entrepreneurship training programmes will check the high rate of migration of people from rural to urban areas.

Further, to the findings of the study, findings on item (1) on the rural-urban questionnaire scale revealed that, the programmes could contribute to reduction in rural-urban migration in the state. Also, findings on item (3) showed, that one of the causes of rural-urban migration is as a result of non-availability of skill acquisition and entrepreneurial development training programmes in the rural areas of the state. Thus, resulting to migration of people in the rural areas to urban settings, where such programmes are readily available. Thus, if the programmes are available at the rural areas the incidence will drastically reduce.

Similarly, results on items (4) and (5) revealed that by making skill acquisition and entrepreneurial development training programmes available at the rural settings could halt or curtail rural-urban migration, among the people in the state. While, findings on item (6) indicated that though the skill and training which the programmes offered, people at rural settings would like to stay in the rural areas and put such skill and training into practice by embarking on vocational trade activities and as well establish small scale enterprises for survival, economically.

Confirming this, a male participant of the programmes submits that:

I prefer to stay in the rural areas devoid of social-vices provided that, there is opportunity to acquire vocational skill for occupational productivity (FGD).

Similarly, a female participant strongly said that:

I see no reason, why people want to be staying in urban areas, where there are no job opportunities. As for me with these programmes in the rural area where I am living, honestly, I am very pleased to stay there and eke out means of livelihood (FGD).

At another centre for the programmes, a male participant reported that:

One of the reasons for rural - urban migration, most especially among the youths is lack of access to functional skill acquisition programme in particular. I hope that these programmes will help in this regards (FGD).

Buttressing this, a graduate of the programmes says;

In the past, rural-urban migration is at high level, most especially in our environment, being a coastal area. Today, with these programmes it has reduced drastically, many people prefer to stay in the area, now. Hence, they can acquire skills on vocations and training on entrepreneurship which they need for economic survival. More of these centres should be created for more accessibility to it by the people (FGD).

In conclusion, governments and other providers of skill acquisition and entrepreneurial development training programmes and other empowerment programmes on human capacity building for a sustainable livelihood should make people in the rural areas have opportunity to have access to the programmes. Similarly, it can also be deduced that through the non-formal training programmes, rural – urban migration can be curbed

H0₄: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and poverty reduction among the people of the state.

The data generated from the respondents on this were analysed using Pearson Product Moment Correlation Coefficient (PPMCC), while the findings of the result obtained were presented on Table 4.5, followed by a detailed discussion.

Table 4.5: PPMCC showing the relationship between Skill Acquisition and Entrepreneurial Development Training Programmes and poverty reduction among the people of the state

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programmes (SATP)	14.5157	1.5847	1080	0.20*	.062	.000	Sig.
Entrepreneurial Development Training Programmes (EDTP)	14.7012	1.7213	1080	0.20*	.062	.000	Sig.
Poverty Reduction, among the People of the State.	20.6176	2.6729					

** Significant at .05 level*

Interpretation and Discussion of Findings

Table 4.5 shows the relationship, between skill acquisition training programmes on poverty reduction among the citizens of Ondo State as, while SATP ($r = 0.20^*$, $N = 1080$, $p < .05$) and ($r = 0.20^*$, $N = 1080$, $p < .05$) for EDTP. Therefore, null hypothesis is rejected. This indicates that, the programmes are capable of alleviating poverty. Hence, it offers training and skills for occupational productivity and employability.

Lending credence to this, Luthje and Frank (2002), Wiklund & Shepherd (2003) stress, that entrepreneurial training will result to business creation which will alleviate individuals from the yoke of poverty Miller, Wedderburn (1974) and World Bank (1996) note that, individuals, families and groups are in abject poverty, because they lack the resources, particularly real income to obtain the types of diets needed, to enjoy some fixed minimum standard of living determined by a given society. They note, that skill acquisition and entrepreneurial development training programmes are the ultimate answers. Hence, the programmes could assist people to be better empowered and escape from the route of poverty by the provision of skills and training in vocations and small enterprises management.

Hassan and Olaniran (2011) observe that entrepreneurship training programme is not just a theoretical approach but a practical action towards alleviating poverty. Ondo State Government (2006) posits the programmes are implemented to reposition lives that are deeply enmeshed in poverty. This is the reason why, the programmes are spread in to “nooks and crannies” of the state. Chikawe, Orusha, Onogu and Okafor (2011) stress that, governments’ effort to halt the spread of poverty necessitated the articulation of skill acquisition programmes. They argue that, government at different levels should give the programmes top priority.

Also, Ihonbare (2011) notes, that destitution, frustration, anger, hunger, prostitution are often the case in Ondo State, which he attributed to poverty. Hence, he opined that, the only major way out of poverty is by giving people skills on vocations and training on entrepreneurship. He therefore concludes that, through these, people will be gainfully employed, become job creators, self-employed for self-reliance economically and a host of others. Matanmi and Awodun (2005); Ogundele, et al (2012) note that, Nigeria could only be liberated from poverty, through skill acquisition and entrepreneurial development training programmes.

Further to the findings of the study results on item (1) on poverty reduction questionnaire scale revealed that the programmes could reduce poverty among the people in Ondo State. Findings on item (2) showed that the programmes participants enrolled for it

partly, due to their poverty level. Thus, skill and training offered by the programmes would liberate them from their poverty condition.

Also, findings on item (4) of the scale indicated that the participants of the programmes had perception that it could alleviate their poverty status, and that skill and training acquired through the programmes were sufficient enough to reduce their poverty status. Hence, they availed themselves with the opportunities and potentials offered by the programmes. While on item (5), findings on the study revealed, that Ondo State Government implemented the programmes in the state, partly to alleviate poverty among her citizenry.

The findings above firmly aligned with the views of World Bank (1994) & (1996); Maxwell (1999); Kareithi (2000) and Ekom (2010) that, skill acquisition and entrepreneurial development training programmes are practical ways to alleviate poverty.

A male participant of the programmes had this to say that:

My enrolment for these programmes is, due to my poverty level. Hence, I perceived the programmes as means, through which I can escape from it (FGD).

In the same vein, a participant of the programmes at another centre submitted that:

I lost government job four years ago, since then, I have been languishing in financial mess. Thus, exposing me to poverty. These programme, indeed have helped me to overcome my financial problem (FGD).

Similarly, a female clientele of the programmes had this to say:

My perception on these programme on poverty reduction brought me to this centre. Since, I have availed myself with these opportunities, I am no longer a poor person (FGD).

Also, another participant of the programmes strongly asserted that:

These programmes afford me a great opportunity to break my poverty circle. Hence, securing a white collar job after many years of my university education is practically, impossible. Government should provide training materials adequately for the centres. This will enhance training (FGD).

In the same spirit, a female participant of the programmes assertively says that;

A major reason for my participating in these programmes is the investment returns which I think these programmes could offer. If skills on various vocations are put into use, there is a high tendency that my poverty level will change for better, soon (FGD).

The above submissions are also in line with the submission of Adejimola (2009), that skill acquisition and entrepreneurial development training programmes are panaceas to poverty. What can be deciphered from the submissions of the respondents, during the FGDs and results presented in Table 4.5 is that, poverty could be alleviated through the provision of skill and training, through the non-formal system of education. Also, it powerfully lends credence to a simple fact that, people are always willing and ready to avail themselves with programmes which they perceive could alleviate their poverty status. Hence, government and other providers of the programmes should strive very hard to give the programmes all the logistics and financial supports it deserves for its sustainability. Hence, acquisition of skills by the people will liberate them from poverty (Diajonah and Orimolade, 1991; Diabalen, Oni and Adekola, 2001).

H0₅: There is no significant existing relationship between skill acquisition and entrepreneurial development training programmes and stimulation of youths' interests on vocational trades, through the provision of training.

Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyse data collected from the respondents. The results were presented in Table 4.6 below, followed by detailed discussion of the results.

Table 4.6: PPMCC showing that there is no significant existing relationship between Skill Acquisition and Entrepreneurial Development Training Programmes and stimulation of youths' interests on vocational trades, through the provision of training

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programme (SATP)	14.5157	1.5847	1080	0.59*	.062	.000	Sig.
Entrepreneurial Development Training Programme (EDTP)	16.0216	1.7213	1080	0.28*	.062	.000	Sig.
Stimulation of youths' interests on vocational trades, through the provision of training.	18.1045	2.1109					

** Significant at .05 level*

Interpretation and Discussion

Table 4.6 above shows there is a positive existing relationship between skill acquisition and entrepreneurial development training programmes and stimulation of youths' interests in vocational trades, through the provision of training. ($r = 0.59^*$, $N = 1080$, $p < .05$)

for SATP and ($r = .0.28^*$, $N = 1080$, $p < .05$) for EDTP. Null hypothesis is rejected. This indicates, that skill acquisition and entrepreneurial development training programmes are capable and sufficient to stimulate youths' interests in vocational trades, through the provision of training. This makes the youths to enroll for the programmes in Ondo State.

The findings, also attest to the submission of Arogbenle and Chijoke (2000), that skill acquisition and entrepreneurial development training programmes would stimulate and deepen youths' interests in vocational trades, through the training programmes offered. They argued further, that unemployed youths could be liberated from the yoke and bondage of poverty and unemployment. Also, Hoselitz (1952) and Igbo (2006) submit, that the programmes should be well planned. Hence, youths will be able to acquire skills on vocational trades, and this will motivate and ginger them to venture into entrepreneurial activities. In the same vein, it will promote the micro-enterprise sector of the country, Nigeria.

Corroborating this Ogbonna (2013) maintains, that skill acquisition and entrepreneurial development training programmes will promote youths' interests in micro-economic trades. This will make them to be self employed and provide for their basic needs for living a decent life. He argues further, that if youths' are deeply enmeshed in vocational trades, their minds will be too far from perpetrating social-vices.

UNICEF (2004) observes, that skill acquisition and entrepreneurial development training programmes, which have not well been embraced by the youths results to their hawking on their streets. Therefore, he sees the programmes as impetus to curb this. Gambari (2004) stresses, that skill acquisition in particular is a panacea to youths' unemployment. Hence, the programmes will stimulate their interests on vocational trades and micro-enterprises. He equally asserts that the programmes are "sin-qua-non" to socio-economic and industrial development of the country, Nigeria. African Economic Outlook (2008) notes, that the programmes have potentials of giving the teeming unemployed youths the desirable and relevant practical competences, know-how and the right attitudes which will enable them to carry out certain vocational trades or occupations in the labour market.

Uwaifor (2009) notes, that apart from the attendant positive effects on micro-economic sector of the nation, youths' unemployment syndrome will also be solved. According to Uwaifo, 2009: training in vocational skills in trades and entrepreneurial activities will make the unemployed youths to develop interest in vocational trades. This will eliminate all forms of social-ills associated with them, pg 89.

In the same spirit, Wenrich (1974) maintains, that the programmes have broadening positive effects on promotion and stimulation of youths' interests in acquisition of vocational skills in trades. This will also boost and improve the micro-economic and enterprise sectors, positively. Thus, the programmes have high prospects to stimulate youths' interests in vocational trades. It will also open door for economically and socially rewarding jobs opportunities for the youths.

Further to the findings of the study, results on items (1) and (2) on vocational trades questionnaire scale revealed that, SATP could stimulate youths' and interested adults' interests on vocational trades through the skill and training offered by the programmes. Also, that one of the reasons, why Ondo State Government implemented the programmes is to give people, mostly the youths relevant, practical and productive skills, which are capable of stimulating their interests on vocational trades.

Findings on item (3) of the scale showed that the trainees of the programmes had conviction that through it, their interests could be stimulated on vocational trades. Perhaps, this necessitated their enrollment for the programmes. While, findings on item (4) revealed that people had a contrary opinion that skill offered through SATP was not appropriate and relevant to stimulate youths' and interested adults' interest on vocational trades. The findings on the study above aligned with the view of (Adiza, 2013).

The views expressed by the discussants, during the Focus Group Discussion session (FGDs) further reinforced the notion, that the programmes could stimulate youths' interests and interested adults in vocational trades, through the provision of training.

A male discussant had this to say:

My interest in vocational trades nowadays is because of motivation and stimulation, which I have through these programmes (FGD).

In the same vein, a female clientele of the programmes submitted that:

My interest in vocational trades is mainly through the training these programmes can offer, and I think this is the situation with other participants in this centre (FGD).

Similarly, a female beneficiary at another centre of the programmes submits that:

I never had any interest in vocational trades before. Since, my participation in these programmes, some months ago, my interest is always on establishing a small business, because training being offered by these programmes are very relevant for my survival, economically (FGD).

Also, another female participant says that;

My involvement in these programmes is that, I perceived that, through its my skills practically on various vocations of interest to me can be developed. Hence, I wasted no time to avail myself with these opportunities offered to the people by the government (FGD).

A male staff had this to say at another centre of the programmes:

Hundreds of our teeming jobless youths in the state have been coming to avail themselves with these programmes, meaning that they are being stimulated by the prospects the programmes have. At this centre, many youths are undergoing training of various vocations of their interests or choices and they are coming from distant areas. Government should establish more of these centres at other areas for easy accessibility to it (FGD).

In conclusion, a panoramic view of scholars in their various submissions and that of the discussants during the FGDs as reported above indicate that, the programmes could stimulate youths' interest and interested adults in vocational trades. Therefore, government at all levels should make this sector a vibrant and enterprising one by committing more resources (human and non-human) to the development of vocational skill acquisition and entrepreneurial development training programmes. This will boost Nigeria economy. Through the acquisition of training youths,' interested adults can be stimulated, which will make them self employed, break their yoke of poverty, enhance their skills in training activities which will enable them to contribute meaningfully and positively to the development and growth of the economy of their nations. Therefore, through the non-formal system of education, interest of the people can be stimulated in trades, this informs the articulation of the programmes by Ondo State Government in 1999 till date.

Considering the accruable benefits the programmes can offer to the people, states and the nation, Nigeria at large, most needed attention should be given to it by Ondo State

Government. Equally, Ondo State Government should synergise or go into collaboration with NGOs, which have skill acquisition and entrepreneurial training as areas of focus. This will enhance smooth running of the programmes in the state. Thus, reducing poverty and unemployment levels, among the people of Ondo State.

H₀: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and the provision and mobilization of micro-credit and other resources to the successful graduands of the programmes.

The data generated from the respondents on this were subjected to analysis by using Pearson Product Moment Correlation Coefficient (PPMCC). The results were presented on Table 4.7 overleaf, followed by detailed discussion on it.

Table 4.7: PPMCC showing that there is no significant relationship between Skill Acquisition and Entrepreneurial Development Training Programme and provision, mobilisation of micro-credit and other resources among the successful graduates of the programmes

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programme (SATP)	14.5157	1.5847	1080	0.50*	.062	.000	Sig.
Entrepreneurial Development Training Programme (EDTP)	17.3416	1.3262	1080	.013*	.062	.000	Sig.
Provision and mobilization of micro-credit and other resources to the successful graduates of the programmes.	21.1000	1.9737					

** Significant at .05 level*

Interpretation and Discussion

Table 4.7 above shows, there is a positive significant relationship between skill acquisition and entrepreneurial development training programmes and provision, mobilisation of micro – credit and other resources for the successful graduands. Hence, ($r = 0.50^*$, $N = 1080$, $p < .05$) for ASTP and ($r = 0.13$, $N = 1080$, $p < .05$) for EDTP, respectively. Null hypothesis is rejected. This shows that the programmes could help in the provision, mobilisation of micro - credit and other resources to its successful graduates. The programmes could also assist them to overcome the initial problem of sourcing for capital base needed to start entrepreneurial activities. The programmes are expected to assist its

graduates to successfully and judiciously make use of micro-credit and other resources for entrepreneurial activities. This is in accordance with the submission of Adisa (2013); Claudia, Esterban and Jamie (2012), that entrepreneurs are financially constrained. Also, to access loan from financial institutions pose a risk to individuals and usually requires a short-term returns to make regular payments. The entrepreneurial training programme makes provision for the trainees on how to access capital apart from formal financial institutions for entrepreneurial activities, after the completion of the programmes.

Ondo State Government is mindful of this constraint, and that is why the programme is particularly implemented to encompass promotion and mobilisation of initial capital for the entrepreneurs in the state. Corroborating this, World Economic Forum (2008) opines, that entrepreneurial development training programme offers training in the mobilisation of micro-credit for the entrepreneurs, which traditional financial institutions cannot make available.

Adisa (2013) stresses, that through skill acquisition and entrepreneurial development training programmes, managerial skill and entrepreneurial development training programmes government has made micro-credit loan accessible to interested entrepreneurs, through a comprehensive training on how to access loan and use it judiciously for micro-enterprises or small scale businesses. Thus, the programmes enhance can skill and training on how to access micro-credit and other resources needed by the entrepreneurs for entrepreneurial activities development in the country.

FGN (2004) observes that, if micro-credit and other resources are made available to the entrepreneurs, they will find it very easy to venture into small business activities and that will go a very long way to expand employment creation, generate wealth, alleviate poverty, enhance social -peace and stability. FGN (2013), however, maintains that this can be made possible through skill acquisition and entrepreneurial development training programmes. Therefore, these programmes are essential factors at stimulating entrepreneurial activities, through the provision of training which create awareness to the entrepreneurs as regards the entrepreneurs to be aware of the available micro-credit facilities from government and other sources and how to access it successfully (Adisa, 2013).

Further to the findings of the study, findings on item (1) on the provision and mobilization of micro-credit and other resources scale revealed that to some extent the training, which the programmes offered to its graduates would help them in the provision and mobilization of micro- credit and other resources for vocational and entrepreneurial activities. Also, results on item (2) indicated that people enrolled for the programmes, because of their desire to acquire training which would make them competent and effective to make provision

and mobilization of micro-credit and other resources for vocational and entrepreneurial activities

Also, findings on item (5) revealed that people enrolled for the programmes partly due to their desire to acquire skill and training, which would enable them to make provision and mobilization of micro- credit and other resources for vocational and entrepreneurial activities. Results on items (6) and (7) revealed that the successful graduates of the programmes would be able to make provision and mobilization of micro-credit and other resources and effectively use it for vocational and entrepreneurial activities.

This is also aligned with the responses of the discussants, during the FGD sessions at the centre of the programmes in Ondo State. A female beneficiary says that:

These programmes will help to overcome the initial problem of accessing capital base for the people to embark on businesses. Hence, the training acquired through these programmes will help to tackle this. But, to make it more effective enough funds should be committed to its implementations (FGD).

At another centre of the programmes, a participant submits that:

My desire to acquire training on how to source for loan to embark on small scale business is a major reason for my enrolment for these programmes. I think by the time I will complete these programmes, it will help me a lot, along this direction (FGD).

Also, a female beneficiary of the programmes says that:

The Ondo State Government initiative to implement these programmes is a welcomed one. These programmes will go a long way to assist people to sort out initial capital base, needed for business. I have no doubt that, training offered here will assist every participant of these programmes in this direction (FGD).

A graduate of the programmes reports that;

Some of the trainees that had been certified to have completed these programmes, Ondo State Government through the state micro-credit agency has been assisting them by empowering them with loan to embark on various businesses. Millions of naira have been committed towards this by the several governments in the state (FGD).

From all indications, skill acquisition and entrepreneurial development training programmes are germane towards provision, mobilization of micro-credit and other resources

for the successful graduates of the programmes. Therefore, more and sufficient funds should be committed to it. If people have training on how to make provision and mobilise micro-credit and other resources for business or entrepreneurial activities, it will go a long way to assist them to overcome the problem of sourcing for initial capital base for entrepreneurial activities. Also, if adequate training is given to the people, through the non-formal system of education, people will overcome problem of sourcing for capital in the formal sector of financial institutions.

H0₇: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and encouragement of productive entrepreneurial and acquisition of small business management skills, among the trainees of the programmes.

Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyse data collected from the respondents. The results were presented on Table 4.8 below, followed by detailed discussion of the results.

Table 4.8: PPMCC showing that there is no significant relationship between Skill Acquisition and Entrepreneurial Development Training Programmes and encouragement of productive entrepreneurial and acquisition of small business management skills, among the trainees of the programmes

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programme (SATP)	14.5157	1.5847	1080	0.24*	.062	.010	Sig.
Entrepreneurial Development Training Programme (EDTP)	12.2340	1.6123	1080	0.59*	.062	.000	Sig.
Encouragement of productive entrepreneurial and acquisition of small business management skills among the trainees of the programmes.	17.7824	2.0009					

** Significant at .05 level*

Interpretation and Discussion

Table 4.8 above shows, there is a positive significant relationship, between skill acquisition and entrepreneurial development training programmes and encouragement of productive entrepreneurial and acquisition of small business management skills among the trainees of the programmes. Hence, ($r = 0.24^*$, $N = 1080$, $p < .05$) for SATP and ($r = 0.59^*$,

N = 1080, $p \leq .05$) for EDTP. Therefore, the null hypothesis is rejected. This indicates that the programmes could enhance encouragement of productive entrepreneurial and small business management skills among its trainees. Perhaps this informs the enrolment of people into the programmes. Hence, through the training and skill acquired, they will be able to venture and manage their business enterprises, successfully. It needs to be noted, that one of the major challenges militating against productive entrepreneurial activities or small business management in Nigeria is lack of skills in business management. The success of any business strictly depends on ability of the business owner or manager to synchronise and harness the available resources at his or her disposal. This is an issue, which the stakeholders in the business or micro-enterprise sector of the nation, Nigeria are contending with today. Miltra (2002) however, posits that training in entrepreneurial activity is a way out of this challenge.

Ama (2000) and Amit (2003) opine that training in entrepreneurial activities and acquisition of the relevant skills in small business management will make individuals to seek investment opportunities. This is in alignment with Mullins (2010) submission, that training is a process of systematic acquiring job related knowledge, skills and attitudes that will make individuals to perform effectively and productively specific tasks in any organization. Hence, the implication is that, entrepreneurial development training programmes can encourage productive entrepreneurial and small business management skills among the trainees of the programmes.

Also, confirming this, Benchard and Toulouso (1995) note, that skill acquisition and entrepreneurial development training programmes educates everyone that is interested in business creation or small scale enterprise development. The findings of the study of Rao, Wright, Murherje (1960) and Ogundele (2004) reveal that entrepreneurship skills include; development of management capacity to operate business and other self-employed successfully. Also, development of entrepreneurial spirit, characteristics and personality, development of technical, technological and professional competencies needed for productive work employment, capacity to initiate and starts one's business or self-employment.

Ondo State Government (2006) notes, that entrepreneurial development training programmes is a catalyst for enterprise creation and management. Its resultant effect will be increased in job creation, through self-employment. European Union (2012) posits that entrepreneurship training or education has a positive impact on entrepreneurial mindset of young people, their intention towards entrepreneurship and employability. Finally, their roles

in developing the economy of their nations. This is in alignment with one of the objectives of skill acquisition and entrepreneurial development training programmes in Ondo State. Hence, one of the challenges militating against small business operation is lack of skills in business management. These programmes offer training on this.

Further to the findings of the study, findings on item (1) on productive entrepreneurial and small business management questionnaire scale revealed, that the programmes, most especially EDTP could encourage productive entrepreneurial and small management skill, among the programmes trainees in Ondo State. While, results on item (2) showed that people enrolled for the programmes, partly due to the encouragement it could offer to entrepreneurs and business managers on small business management. Thus, it can be inferred that, the need to acquire training on how to successfully manage a small business, partly responsible for the enrollment of people for the programmes in the State.

The responses of the discussants during the FGDs sessions buttressed the above submissions by the scholars. A discussant had this to say.

The best opportunity which these programmes offered to me is training on how to manage business, successfully. This makes me to be a participant of the programmes (FGD).

At another centre, a beneficiary of the programmes says that;

The people in Ondo State should be sensitized on training on how to become a good business manager which these programmes offer. I think Ondo State Government initiatives for establishing these programmes in this direction is highly commendable and applauded (FGD).

Also, another participant had this to say:

My purpose of participating in these programmes is to be trained on how to manage a small business of which I am of the conviction that, training acquired here will enable me to do so (FGD).

Besides, at another centre of the programmes, a participant says;

Skills on various vocations taught here are directly relevant to business management. I believe that, acquiring such skills will help me to run my business successfully and also enable me to live a comfortable life to a certain level (FGD).

A graduate of the programmes says that;

The graduates of the programmes have acquired the requisite knowledge in book keeping, management of small scale enterprises, capital utilizations, profit maximisation etc. These have helped these graduands to manage their businesses, very well over the years. my observation is that more facilitators are needed to make our operation here, going, smoothly (FGD).

A cursory glance at the results of the study and discussants' responses during the FGD clearly reinforced the fact that, Ondo State Government's skill acquisition and entrepreneurial development training programmes are "sin-qua-non" to encouragement of productive entrepreneurial and small business management skills among the people in the state.

In conclusion, through non-formal system of education, the lapses or gaps created by the formal system of education in terms of giving vocational skill and entrepreneurial training could be bridged. Hence, results of findings in the studies of Daodu (2007), Akpomi (2009) and Chijoke (2010) revealed that education acquired through the formal system of education is not adequate to make someone a successful business manager, and that training which is practically oriented through the non-formal system should be a complementary to it.

HO₈: There is no significant relationship between skill acquisition and entrepreneurial development training programmes and encouragement of self employment for self – reliance among the trainees of the programmes.

Pearson Product Moment Correlation Coefficient (PPMCC) was used to analyse data collected from the respondents and this was followed by detailed discussion of the results.

Table 4.9: PPMCC showing that there is no significant relationship between Skill Acquisition and Entrepreneurial Development Training Programmes and encouragement of self employment for self -reliance among the trainees of the programmes

Variables	Mean	Std. Dev.	N	R	R-critical	P	Remark
Skill Acquisition Training Programmes (SATP)	14.5157	1.5847	1080	.243*	.062	.000	Sig.
Entrepreneurial Development Training Programmes (EDTP)	15.1062	1.4326	1080	.239*	.062	.000	Sig.
Encouragement of self employment for self -reliance among the trainees of the programmes.	17.7009	2.1022					

** Significant at .05 level*

Interpretation and Discussion

Table 4.9 above shows that there is a positive significant relationship between skill acquisition and entrepreneurial development training programmes and encouragement of self employment for self-reliance among the trainees of the programmes ($r = .243^*$, $N = 1080$, $p < .05$) for SATP and ($r = .239^*$, $N = 1080$, $p < .05$) for EDTP. Null hypothesis is therefore rejected. This indicates that the programmes had influence on the encouragement of self employment for self-reliance among the trainees of the programmes. Perhaps this is one of the major considerations, while people in Ondo State are participating in the programmes.

The findings of Konig (2004), Gambari (2004) and Atiku (2011) confirm the above results analysed on Table 4.8, that selfemployment for self-reliance could be achievable, through skill acquisition and entrepreneurial development training programmes. Yesufu (2000) and Agagu, (2007) posit, that the programmes would promote self creativity, innovations and self-employment. Atiku (2001) corroborated by Gambari (2011) maintains that, skill acquisition and entrepreneurial development training programmes will reduce the rate at which people are seeking for white collar jobs. Hence, it will make them to be self employed, and creators of job. Thus, through this, people will become self-reliant, economically.

NDE (2003) stresses that, Nigerian youths and adults can be self employed and subsequently contribute positively to economic growth and development of their nations and their personal development economically, through the programmes. It needs to be stated also, that the gradual shift and modifications of curricular for formal and non-formal educational systems in Nigeria towards entrepreneurship education is the desire and urgent need to make Nigerians graduates at every level of education become job creators. It is believed that, through this, they will be able to fend for themselves economically, instead of searching for non-existing, government jobs (FRN, 2004).

Agagu (2007) maintains, that entrepreneurial development training programme in particular has the following aims; raising awareness of the people about business skill knowledge, promotion of small business management skills, promotion of creativity, innovation and self-employment for self-reliance, economically. Ogundele (2000) stresses that, skill acquisition and entrepreneurial development training programmes are catalysts to promote self-employment.

Ogundele et al (2012) maintain that, skill acquisition and entrepreneurial development training programmes are very crucial at boosting productivity, motivation, creating

employment, prosperity and revitalising the economy of the state and that of the nation at large. These programmes were created to provide self-employment for many unemployed people to enable them become, economically self-reliant, through self-employment. It is in line with this, that Ondo State Government among all other objectives has invigorated these programmes to give people skills and training that are capable of making them to embark on self-jobs (ODSG, 2006).

Further to the findings of the study, results on items (1) and (2) on self employment for self-reliance questionnaire scale showed that the programmes could make people become self employed for self-reliance. This particularly made people to enroll for it in Ondo State.

In the same vein, results on item (6) of the scale revealed that the programmes were the best strategies to make people become self employed for self-reliance in the state. Thus, the implementation by Ondo State Government could be said to strategically address the issue of unemployment in the state

The discussants during the FGD sessions held at the various centres of the programmes in Ondo State corroborated the submissions of scholars cited above on the encouragement of self-employment, through the programmes.

A discussant says that:

My interest on these programmes is that, I will soon become self-reliant, economically. Since, skills offered by these programmes are enough to make me to become self-employed, instead of looking around for non-existing government jobs (FGD).

At another centre of the programmes, a female beneficiary responded that:

I enrolled for these programmes, because I want to be self-employed, and think these programmes offer such opportunity (FGD).

Similarly, a graduate at the centre of the programmes says that;

The target of these programmes mainly is to make our people in Ondo State to become self employed for self-reliance. To, a reasonable level, most graduands of these programmes across the state have been putting skills and training offered by these programme into practice, and these have make a few number of them to be self-employed and self-reliance, economically (FGD).

Ekom and Egunyomi (2010) notes, that the idea of studying non-formal educational system to enhance employment creation has become widely acceptable, owing to vocational skills offer for self-employment for self-reliance. Therefore, there should be a gradual shift and modification of educational system in Nigeria, towards the path of vocational skills orientation (Federal Republic of Nigeria, 2004).

Also, stakeholders in the provision of vocational skills should draw a lesson that, through the non-formal system of education people can be made to become self-employed for self-reliance. Therefore, rather than concentrating on the formal system of education alone, there should be a gradual shift to non-formal sector of education.

UNIVERSITY OF IBADAN

Impact Assessment of Skill Acquisition and Entrepreneurial Development Training Programmes Based on Kirkpatrick's Training Evaluation Model

S/N	Levels	Skill Acquisition Training Programme (SATP)	Entrepreneurial Development Training Programme (EDTP)
1.	Reaction	The trainees of the (SATP) programme have developed positive attitudes towards acquisition of skills on vocations. Hence, they have been able to perform some vocational activities like, soap, tie and dye making, fashion designing, cassava and oil processing. Hence, the trainees reaction was rated (61.0%).	Training on Entrepreneurial Development Training Programme (EDTP) has equally enabled the clientele of the programme to successfully venture into some entrepreneurial activities like, assessing loans from Ondo State Micro-Credit Agency (ODSMA) costing, performing feasibility study etc. On this ground, the trainees reaction, based EDTP was rated (48.0%). However, comparatively to (SATP) was very low.
2.	Learning (knowledge and skills)	The beneficiaries of (SATP) have acquired learning. Hence, knowledge in terms of putting into practice skills on vocations have taken place among them. Hence, their learning rate was rated (67.0%).	The participants of (EDTP) show a low acquisition of learning or knowledge on entrepreneurship. Therefore, the rate at which learning occurs was put at (43.0%).
3.	Behaviour and performance (application of knowledge and skills)	The trainees of the programme have been able to apply skills acquired during the training to perform different vocations of their interests or choices like clothes weaving, hair dressing etc. On this, rating was put at (53.0%).	Comparatively, there was slow application of knowledge and skills among the trainees of (EDTP) when compare with SATP. Hence, the rating was put at (41.0%).
4.	Organization outcome	The trainees have affected organization outcome positively through the skills which (SATP) offered to them. The rating level was (59.0%).	The clientele input through the (EDTP) on organization outcome was slow. Hence, the rating was (40.0%).
5.	Investment return	The trainees have been able to effect an encouraging and positive financially turn around through the skills learnt or acquired during the programme by themselves. Therefore, the investment return to them was rated (66.0%).	The clientele of (EDTP) equally have investment return, comparatively very slow. Hence, the (40.0%) was put as investment return level.

Modified Kirkpatrick Levels of Evaluation Model (2010) by Erinsakin (2014)

The impact assessment of skill acquisition and entrepreneurship development training programmes of Ondo State, Nigeria, based on the integrated levels of Kirkpatrick's training evaluation model, namely; reaction, learning (knowledge and skill), behaviour and performance (application of knowledge and skill), organisation outcome and investment return (Kirkpatrick, 2010) as shown above revealed different percentages for assessing the programmes.

- 1. Reaction:** The assessment percentages showed encouraging positive attitudes of the clientele to Skill acquisition training programme (SATP), which was put at 61%. This indicates that the skill offers by the programme has enable its participants to carry out vocational activities taught at the centres of the programmes, across the eighteen Local Government Areas of the state. Comparatively, the clientele reaction to Entrepreneurial development training programme (EDTP) stood at 48%, which had a wide gap to SATP. However, the programme clientele could still carry out some entrepreneurial activities like, costing, feasibility study, marketing and hosts.
- 2. Learning (Knowledge and Skill):** The assessment percentage on the rate of learning in terms of acquisition of knowledge (skills) offer by the programmes showed 67% for SATP, which was different from that of EDTP, which stood at 43%. Although, the participants' level of knowledge acquisition was fair, but more better and encouraging in SATP, than EDTP. Hence, in both programmes its clientele had been able to put into use, skill and training acquired in carrying out vocational and entrepreneurial activities. This, indicates that learning in both programmes had actually taken place. This is in line with the view expressed by Agagu (2007) and Akinsuroju (2012) that acquisition of skill or training in vocation and entrepreneurship would enable people to venture into such activities. They further argued that by doing so, the employment status of the people would change, they would become job creators or employers of labour, their fortunes would be turned around positively, live a decent and comfortable life devoids of pain, hunger, anger wretchedness and suffering. FGN (2004) also avers, that by acquiring skills on vocations by the people would result to production of craftsmen, technicians and skilled personnel that would be enterprising, self-reliant and bring about development in the technological sector of the country.
- 3. Behaviour and Performance (application of knowledge and Skills):** The assessment results or percentages of the participants for the two programmes, SATP and EDTP revealed 53% and 41%, respectively. This portends that there was gap in terms of clienteles' behaviour and performance resulting from skill and training acquired

through the programmes. However, interestingly, positive behaviour and performance had occurred. Although, that of EDTP was low, when compared to SATP, based on their rating percentages. This is the essence for articulating the implementation of the programmes in the state. Ondo State Government (2006) believes that EDTP is a strategy for promoting enterprise creation and management, through private sector participation in community, state and the economy of the country, which the resultant effect would be increased in job creation, through self employment.

In the same vein, EDTP would develop managerial skill and ability to manage business, successfully (Rao, Wright & Murheje (1990). While, NDE (2003) notes that creativity, innovativeness, self-reliance and independence on a long-time basis could be achieved through skill acquisition in vocations. Gambari (2009) observes that, SATP is a panacea to unemployment, mostly among the youths. In a nutshell, it is quite obvious and encouraging that the participants of the programmes had shown positive behaviour and performance to skill and training, which the programmes offered due to the rating percentages of the participants on the two programmes.

4. **Organisation Outcome:** At this level of assessing the participants on the applicability of skill acquired through SATP and training through EDTP to influence organization outcome, the results revealed 59% for the former and 40% for the latter. This means that training in EDTP had a little effect on organisation outcome, when compared to acquisition of skill on SATP, which its resultant effect on organisation outcome or productivity was quite impressive. UNESCO (2012) stresses that, one of the benefits which EDTP offers to individuals and nations is increase in productivity. Productivity means ability to produce more goods and services using minimum labour and other resources like, money, time and so on which SATP, also offers. Hence, skills acquisition by the workers in vocations will enhance organisation productivity. Moreover, that society is dynamic, so its various components. However, on the ground of percentages for assessing how the two programmes influence organisation productivity or outcomes, SATP influences better than, EDTP.
5. **Investment Return:** The assessment at this level, based on Kirkpatrick's training evaluation model was done to determine the financial benefits of the programmes to its clientele. For SATP, it was put at 66%, while 40% for EDTP. The difference between the percentages for the two programmes showed that, SATP had a greater investment return than EDTP. Aina (2008) opines that, EDTP would make individuals to seek investment, profitably. Similarly, it would facilitate wealth creation and income

generation (Ogungbade, Akingbade & Akinlabi, 2012). Income generation simply means increasing it (UNESCO, 1993)

World Vision Campodia (2000) asserts that family's income generation level could be increased through skill acquisition in vocations. ODSG (2005) observes that income generating capacity of the people in Ondo State is very low. Therefore, SATP would engender in them the ability to carry out vocational activities and embark on entrepreneurship with its resultant effects on poverty alleviation, unemployment reduction, wealth creation, increase in income generating capacity, job creation and so on. Although, through the rating percentages of the influence of the programmes on investment return a wide difference occurred. However, both programmes could still influence investment return to the people .

In conclusion, the percentages for assessing the programmes, based on the five levels of integrated Kirkpatrick's training evaluation model revealed that it had positively influenced its participants in Ondo State, Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study was carried out on impact evaluation of skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria. In this chapter, the conclusion, policy implication of the study, recommendations, contributions of the study to knowledge and suggested areas for further research were presented.

5.1 Summary

This study was carried on impact evaluation of skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria in order to determine, whether the objectives of the programmes have been achieved or not.

Chapter two was on the review of literature and the theoretical framework. The review of literature covers; which includes; entrepreneurial development training programme and small business management, skill acquisition and entrepreneurial training programmes and rural-urban migration, self-reliance, poverty reduction, social-peace and stability. Others are; entrepreneurship development and its impact on Nigeria's economy, multi-dimensional perspectives of poverty and entrepreneurship education, skill acquisition and entrepreneurial development training and adoption of local technology, provision, mobilisation of micro-credit and other resources to the graduates of the programmes and hosts. Human capital theory and programme evaluation theories were the theoretical framework for the study, while, Kirkpatrick's training evaluation model was the modified framework for this study. Based on the afore-mentioned review of related literature and theoretical framework, one research question and eight research hypotheses were tested to ascertain, whether the programmes objectives have been achieved or not.

Chapter three focused on methodology which includes; the study's research design, population of the study, sample and sampling techniques, research instruments, validity, reliability of the instruments, procedure for administration and procedure for data analysis. Descriptive survey research design was adopted. A sample size of 1080 respondents participated in the study, selected through multi-stage sampling technique. A self-structured questionnaire which was complemented by FGDs were the major instruments constructed and used for data collection.

Chapter four presented the data analysis and discussions of findings. Descriptive (pie and bar) charts were used for the analysis and presentation of results on demographic variables. Inferential statistics (Chi-square) was used for the analysis and presentation of

results of research question. While, Pearson Product Moment Correlative Coefficient (PPMCC) was used to analyse hypotheses raised for the study and content analysis for the FGD. The results of the study gave the following findings:

- i) That the programmes enhanced the adoption of local technology.
- ii) Social-peace and stability are promoted, through the programmes in Ondo State.
- iii) The programmes had positive effects on reducing rural - urban migration in Ondo State .
- iv) Poverty status of the people in Ondo State could be alleviated .
- v) Youths' and interested adults interests in vocational trades were stimulated through the programmes.
- vi) The programmes had positive effects on the provision and mobilisation of micro-credit and other resources to the successful graduands of the programmes.
- vii) The programmes encouraged productive entrepreneurial and small business management skills.
- viii) Self employment for self-reliance, economically are encouraged, through skill acquisition and entrepreneurial development training programmes in Ondo State.
- ix) The programmes impacted positively on the programmes beneficiaries in Ondo State.

5.2 Conclusion

Based on the findings of the study, it was concluded that through non-formal educational system, which skill acquisition and entrepreneurial development training programmes under study are its component could be used to complement formal system of education in the provision of skills and training in vocations and entrepreneurship. Thus, resorting to poverty alleviation, unemployment reduction and curbing other socio-economics and other related problems in Ondo State, Nigeria.

5.3 Policy Implications

Based on findings of the study, the following policy implications emanated or emerged for the providers of skill acquisition and development training programmes. These include; governments at various levels, NGOs, religious organisations, individual's donors, practitioners of adult and non-formal education, charity organisations and community based organisations

Since, it has become obvious and evident that the programmes to some extent are positive interventional strategies and measures to tackle the perversiveness of poverty, unemployment and other socio-economic and other related problems in Nigeria. Policy

should be formulated towards making every interested person on the programmes to have access to it, without barrier on the ground of demographic variables (age, literacy level, occupation, gender, marital status and incomes).

That the programmes are capable of alleviating poverty, reducing unemployment, enhancing social-peace and stability, encouraging self employment for self- reliance, economically and reduction of rural-urban migration. Therefore, policy towards incorporating the programmes along with the existing courses in the formal system of education to complement the existing ones should be formulated by the curriculum planners and developers in Nigeria.

Moreover, considering the fact, that the programmes have potentials to stimulate youths and interested adults in vocational trades and mobilisation of resources for the successful graduands of the programmes, governments at all levels should come up with a clear policy of going into partnership with the other providers of the programmes like, NGOs, international organisations, philanthropis, religious bodies, charity organisations and hosts, in terms of funding and provision of logistic supports for its survival. Besides, since the programmes could encourage people to engage in productive entrepreneurial activities, government should strive hard towards creating enabling environment for its development, smooth implementation and sustainability.

Lastly, since the programmes particularly, SATP had positive effects on development of industrial and economics sectors of the states and nations, through the adoption of local technology, policy towards creating awareness and enlightenment on its benefits in this direction should be put in place by government.

5.4 Recommendations

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

First and foremost, individuals who are interested in the programmes should not be denied access to it on the ground of demographic variables (age, marital status, gender and literacy level).

Government should organise enlightenment and sensitisation progammes, so as to further create awareness of the people on the benefits of the programmes, such as, making people self sustainable, economically and breaking the poverty circle.

Considering the fact that, skill acquisition and development training programmes are “sine-qua-non” to unemployment reduction, government should commit more funds to make the programmes more functional, effective and vibrant. Also, all the supportive services and

mechanisms should be put on ground, so as to ensure the lofty objectives of the programmes are achievable.

The planners and developers of curricular for formal and non-formal educational systems should endeavour to accommodate skill acquisition and entrepreneurship education at all levels of education in Nigeria, most importantly, at tertiary levels along with the existing courses. This will provide the necessary practical skills and knowledge for the teeming graduates of educational institutions in Nigeria to successfully venture into vocational and entrepreneurial activities, after completing their schooling. Also, it will help to de-emphasize paper qualification in favour of practical knowledge, among Nigerian graduates. Thus, solving problems of seeking for non-existing white-collar jobs rather, it will make them job providers or creators.

Ondo State Government should synergise effort with National Council for Mass Literacy and Adult and Non-Formal Education and other professional bodies like, Board of Technical and Vocational and Technical Education should towards organising seminars, workshops, conferences and organizing fora on skill acquisition and development training that are relevant to promoting social-peace and stability in Nigeria.

Ondo State Government should create more centres at each of the LGAs of the state to make the programmes more accessible to the people, most especially at the rural areas in order to reduce rural -urban migration.

Skills taught at the training centres of the programmes should be relevant to the socio-cultural needs of the people and of the environment, if put into practice.

Ondo State Government should mobilise financial resources to the graduates of the programmes by partnership with international organisations like, ILO, WB, UNESCO, UNDP Micro Credit Agencies and a host of others. This will enable them overcome the problem of sourcing for initial capital base, when venturing into entrepreneurial activities. Also, enabling environment for the survival of the programmes should be created.

Finally, since the programmes are impetus towards enhancing the promotion of socio-peace and stability, government should maintain constiitence policies on the implementation of the programmes in Ondo State.

5.5 Contribution to Knowledge

This study has contributed significantly to knowledge in several ways or dimensions. First and foremost, through the findings of the study, it has been revealed that vocational and entrepreneurship programmes are practical measures to alleviate poverty, reduce unemployment, encourage entrepreneurial activities among the people and making people to become self employed for self- reliance, economically.

In addition, that the programmes are catalysts to stimulate the growth and development of industrial sector and strengthen the economic virility of Ondo State and Nigeria. Hence, the programmes are capable of promoting the adoption of local technology.

Furthermore, this study has also established the justification for articulating and implementing these programmes by Ondo State Government, as components of Adult and non- formal education programmes to complement training and knowledge offer, through the non-formal system of education in terms of provision of skills in vocations and entrepreneurial activities, which have been found to be inadequate. Hence, these programmes encourage and stimulate interests of youths and interested adults in vocational and trading activities.

Also, through non- formal system of education, lack of socio - peace and instability, accentuated by lack of employable skills by the youths, which often result to their restiveness and restlessness could be halted or addressed. This is the essence of including vocational skill acquisition and entrepreneurial programmes, as parts of amnesty programmes for the militants, who are mostly youths in the Niger-Delta region in Nigeria.

Lastly, that the rural- urban migration, which remains a pervasive problem and topical issue in Ondo State and Nigeria could be addressed through skill acquisition and entrepreneurial development programmes.

5.6 Limitations to the Study

There were some limitations which might have affected the generalization of the findings of this study. These include;

- i. To retrieve questionnaire from the respondents was a difficult task for the researcher. Some of the respondents did not display full co-operation with the researcher and his research assistant. Hence, some were expecting compensation one way or the other.
- ii The researcher was also faced with the problem of financial constraint, while carrying out this study.

5.7 Suggestions for Further Research

The following were suggestions for further research.

- i. The influence of socio-cultural and economic factors, as predictors of participating in skill acquisition and entrepreneurial development training programmes in Ondo State, Nigeria should be carried out.
- ii. Researchers from related disciplines or fields of study should carry out a similar research on this study. This will serve as basis to generalize the findings of this study in Ondo State, Nigeria and at international level.
- iii. Empirical study on the relevance of entrepreneurial development training development programme to economic growth, development and virility in Nigeria should be carried out.
- iv. The prospects and challenges of implementing entrepreneurial and vocational programmes in Nigerian educational institutions should be investigated.
- v. Impact assessment of vocational skill acquisition on poverty alleviation and unemployment reduction in the South – West region of Nigeria should also be carried out.
- vi. Impact evaluation of vocational skill acquisition on womens' empowerment in Ondo State should be carried out.
- vii. Vocational skill acquisition: Impetus towards enhancing social-peace and stability at oil producing communities in Ondo State should be carried out.
- viii. Impact assessment of Micro-credit facilities towards promoting small businesses in Ondo State should be investigated.
- ix. Ondo State Oil Producing Areas Development Commission's skill acquisition programme: Panacea to youths' restlessness and restiveness in the coastal areas of Ondo State should be carried out.

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UNIVERSITY OF IBADAN

APPENDIX A

UNIVERSITY OF IBADAN, IBADAN, NIGERIA. DEPARTMENT OF ADULT EDUCATION

QUESTIONNAIRE ON IMPACT EVALUATION OF SKILL ACQUISITION AND ENTREPRENEURIAL DEVELOPMENT TRAINING PROGRAMMES IN ONDO STATE, NIGERIA

Dear Sir/Ma,

This questionnaire is designed to elicit data for evaluation of skill acquisition and entrepreneurial development training and programmes in Ondo State, Nigeria. Your sincere responses would be of high advantage. Treatment of your responses will be anonymous, absolutely confidential and used only for the research questions. Thanks.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Instruction: Please, provide a tick (✓) in the box that, most appropriately applies to you.

1. Age: 18 – 25 (), 26 – 35 (), 36 – 45 (), 46 and above ()
2. Gender: Male (), Female ()
3. Marital Status: Single (), Married (), Divorced (), Widow ()
4. Local Government Area in Ondo State:
 - 1) Akoko North East Local Government ()
 - 2) Akoko North West Local Government ()
 - 3) Akoko South East Local Government ()
 - 4) Akoko South West Local Government ()
 - 5) Akure South Local Government ()
 - 6) Akure North Local Government ()
 - 7) Ese-Odo Local Government ()
 - 8) Idanre Local Government ()
 - 9) Ifedore Local Government ()
 - 10) Ile-Oluji/Okeigbo Local Government ()
 - 11) Ilaje Local Government ()
 - 12) Irele Local Government ()
 - 13) Odigbo Local Government ()
 - 14) Okitipupa Local Government ()
 - 15) Ondo East Local Government ()
 - 16) Ondo West Local Government ()

- 17) Ose Local Government ()
- 18) Owo Local Government ()
5. Educational/Literacy Level: (a) No Formal Education (), (b) Primary School Leaver (), (c) Secondary School Leaver (), (d) Tertiary Level ().
6. Occupation: (a) Civil servant (), (b) Artisan (), (c) Retiree (), (d) Undergraduate (), (e) Physically Challenged ()
7. Income Per-Annum: (a) Below 50,000 (), (b) #50,000 – #100,000 (), (c) #100,000 – #150,000 (), (d) #150,000 – #200,000 (), (e) #200,000 Above ()

SECTION B

Instruction: Please, tick (√) the most appropriate from the alternatives given.

SA – Strongly Agree (4), A – Agree (3), D – Disagree (2), SD – Strongly Disagree (1).

POSITIVE IMPACT QUESTIONNAIRE SCALE

Determine the extent to which skill acquisition and entrepreneurial development training programmes impacted positively on the people in Ondo State.

S/N	Items	SA	A	D	SD
1.	The programmes can impact positively on people in Ondo State.				
2.	People are enrolling for the programmes because of its positive impact on them.				
3.	The people of Ondo State do not perceive the positive impact of the programmes on their socio-economic well being.				
4.	Despite the programmes the living condition of the people still remain the same.				
5.	The positive impact of the programmes is very minimal on the people in Ondo State.				
6.	Since the implementation of these programmes there has been a positive turn around on the people in Ondo State, economically				
7.	The programmes have no significant positive impact on the people in Ondo State.				

SECTION C

VOCATIONAL TRADES QUESTIONNAIRE SCALE

Determine the extent to which skill acquisition programme stimulates the interest of youths and interested adults in vocational trades, through the provision of training.

S/N	Items	SA	A	D	SD
1.	Skill acquisition programme stimulates youths and interested adults interests in vocational trades, through the provision of the training.				
2.	This programme is mainly designed to stimulate youths and interested adults in vocational trades.				
3.	Skills offer by these programmes are not sufficient to stimulate youths and interested adults in vocational trades.				
4.	Youths and interested adults enrolment with these programmes, because it can, stimulate their interests in vocational trades.				
5.	Training offers by these programmes is not appropriate and relevant to stimulate youth's interest and interested adults in vocational trades.				

SECTION D

MICRO CREDIT AND OTHER RESOURCES MOBILIZATION SCALE

Ascertain the extent to which skill acquisition and entrepreneurial development training programmes help in the provision and mobilization of micro – credit and other resources to the successful graduands.

S/N	Items	SA	A	D	SD
1.	These programmes can help in the provision and mobilization of micro-credit and other resources to the successful graduands.				
2.	Despite these programmes, the successful graduands will not be able to provide and mobilize micro-credit and other resources.				
3.	These programmes offered the most appropriate skills in the provision and mobilization of micro-credit and other resources for the successful graduands.				

4.	These programmes will not make successful graduands to provide , mobilize micro-credit and other resources.				
5.	Enrolment for these programmes by the successful graduands, is mainly to acquire training in the provision and mobilization of micro-credit and other resources.				
6.	The programmes will enable the successful graduands to access micro credit facilities.				
7.	The programmes will help the successful graduands to effectively make use of the money accessed, through the micro credit for entrepreneurial activities.				

SECTION E

LOCAL TECHNOLOGY ADOPTION QUESTIONNAIRE SCALE

Examining the relationship between the establishment of skill acquisition programme and the adoption of local technology.

S/N	Items	SA	A	D	SD
1.	Skill Acquisition Programmes (SAP) promotes the adoption of local technology.				
2.	This programme has nothing to do with the promotion of adoption of local technology.				
3.	Since the inception of this programme the adoption of local technology has been enhanced.				
4.	This programme is very relevant to the adoption of local technology.				
5.	This programme will speed up the rate at which local technology is adopted.				
6.	Adoption of local technology can still be adopted, without the programme				

SECTION F

PRODUCTIVE ENTREPRENEURIAL AND SMALL BUSINESS MANAGEMENT QUESTIONNAIRE SCALE

Assess the extent to which the skill acquisition and entrepreneurial development training programmes encourage productive entrepreneurial and skill among business management skills in the trainees of the programmes

S/N	Items	SA	A	D	SD
1.	These programmes encourage productive entrepreneurial and small business management skills among its trainees.				
2.	I enroll with these programmes, because of encouragement it offers on productive entrepreneurial and small business management skills.				
3.	These programmes will not encourage productive entrepreneurial and small business management skills.				
4.	These programmes will make me a productive entrepreneurial and small business manager, through the skills it offered.				
5.	Despite my participation in these programmes I will not be a productive entrepreneurial and small business management.				
6.	I will be able to establish my own small scale business enterprises, through the skills acquired through the programmes.				

SECTION G

SELF EMPLOYMENT FOR SELF -RELIANCE QUESTIONNAIRE SCALE

Determine the influence of skill acquisition and entrepreneurial development training programmes on the encouragement for self -employment for self – reliance among the trainees of the programmes.

S/N	Items	SA	A	D	SD
1.	These programmes encourage self – employment for self – reliance, among the programmes trainees..				
2.	Skills taught in these programmes will make me to be self – employed.				
3.	These programmes will not make its trainees to be self – employed.				

4.	These programmes have influence on making its trainees to be employment creators by themselves.				
5.	Skills acquired through these programmes are not adequate to result to self employment for self -reliance, among its trainees.				
6.	These programmes are the best programmes that can make people to become self employment for self – reliance.				

SECTION H

RURAL - URBAN MIGRATION QUESTIONNAIRE SCALE

Ascertain the extent to which the skill acquisition and entrepreneurial development training programmes have contributed to the reduction of rural to urban migration in Ondo State.

S/N	Items	SA	A	D	SD
1.	These programmes have contributed to the rural - urban migration in the state.				
2.	Despite these programmes the rural - urban migration will still be on increase.				
3.	The rural - urban migration in the state is due to non – availability of the programmes in the rural areas.				
4.	These programmes will permanently reduce rural - urban migration in the state.				
5.	These programmes are the best strategies to reduce rural - urban migration.				
6.	These programmes will make people in the rural area to stay and establish small scale business enterprises.				

SECTION I

ENCOURAGEMENT OF SOCIAL PEACE AND STABILITY QUESTIONNAIRE SCALE

Examine the relationship between skill acquisition and entrepreneurial development training programmes and the enhancement of social peace and stability

S/N	Items	SA	A	D	SD
1.	These programmes will enhance social -peace and stability in Ondo State.				
2.	The programmes are sufficient enough to enhance social peace and stability in the state.				
3.	Without these programmes, there will still be enhancement of social-peace and stability in the state.				
4.	These programmes will reduce social vices among the people in the state.				
5.	The establishment of these programmes by Ondo State Government is mainly to enhance social peace and stability.				
6.	The programmes are not relevant to enhancement of social- peace and stability.				
7.	Since the establishment of these programmes there has been a relative enhancement of social- peace and stability in the state.				

SECTION J
POVERTY REDUCTION QUESTIONNAIRE SCALE

Assess the extent to which skill acquisition and entrepreneurial development training programmes have helped in the reduction of poverty among the citizens of Ondo State.

S/N	Items	SA	A	D	SD
1.	The programmes will help in poverty reduction, among the people of Ondo State.				
2.	Poverty status makes the programmes trainees to enroll for it.				
3.	I perceived that, through these programmes my poverty level will be reduced.				
4.	Skills acquired through programmes are sufficient enough to reduce poverty, if put into practice by the people in the state.				
5.	Government established the programmes principally, because it can reduce poverty among the people in Ondo state.				
6.	My participation in the programmes is because of its influence on poverty reduction.				

APPENDIX B

FOCUS GROUP DISCUSSION GUIDE

These are topical issues discussed with the trainees of Skill acquisition and entrepreneurial development training programmes in Ondo State, during the Focus Group Discussion Sessions

- i. Introduction of aims and mission of the study.
- ii. Can skill acquisition and entrepreneurial development training programmes stimulate your interests in vocational trades?
- iii. Are these programmes capable of making provision and mobilization of micro-credit and (other resources] to the successful graduands of these programmes?
- iv. Do you perceive these programmes as capable of alleviating poverty and reducing unemployment to the bearest minimal level in Ondo State?
- v. Do you enrol for these programmes because of your desire to be self employed for self-reliance, economically?
- vi. Do you think rural - urban migration in Ondo State can be reduced, through these programmes?
- vii. Are these programmes interventional strategies to enhance social peace and stability in Ondo State?
- viii. Do you think these programmes can encourage productive entrepreneurial and small scale business management among its trainees?
- ix. Will adoption of local technology be enhanced, through these programmes?
- x. Can these programmes increase or develop your practical skills on vocations offered by the programmes?
- xi. Do you perceive these programmes as capable of developing your performance productively in any organisation which you will find yourselves?
- xii. Are the skills taught in various vocations in these programmes have investment returns to you?
- xiii. Do you think that there are challenges that are militating against achieving these programmes objectives?

Source: Field Survey, 2012