



## EVALUATION OF THE DELTA STATE SKILLS TRAINING AND ENTREPRENEURSHIP PROGRAMME (STEP)

Ajaino, A. E.<sup>1i</sup>,

Odili, J. N.<sup>2</sup>,

Ossa, P. A. U.<sup>3</sup>

<sup>1</sup>M.Ed., Doctoral Student,  
Measurement and Evaluation,  
Delta State University,  
Abraka, Nigeria

<sup>2</sup>PhD,  
Professor of Measurement and Evaluation,  
Delta State University,  
Abraka, Nigeria

<sup>3</sup>PhD,  
Associate Professor of Measurement and Evaluation,  
Delta State University,  
Abraka, Nigeria

### Abstract:

This study evaluated the extent to which the goals of the Delta State Skills Training and Entrepreneurship Programme (STEP) have been achieved. Three research questions guided the study. The population of the study comprised 4,559 beneficiaries. A sample size of 1,000 beneficiaries was selected through proportionate stratified and convenience sampling techniques. A questionnaire was used to collect data. Experts' judgement was used to validate the instrument. The test-retest method of reliability was used to determine the reliability of the instrument, with a coefficient of 0.82. Frequency and percentage were used to analyse the data. The findings of the study revealed that STEP has trained beneficiaries in the following skill options: Fashion design, Catering, Hairdressing, Make-up, Fishery, Decoration and event management, Electrical installation and repairs, Welding and fabrication, ICT and Farming; all the 1000 participants evaluated have established their own enterprises, indicating a 100% goal achievement; and that majority of the beneficiaries have employed other youths after graduating from the programme. The study recommended amongst others that the program be expanded to accommodate more economically viable skills and vocations, including commerce/trade apprenticeship.

<sup>i</sup> Correspondence: email [ajaino.anthony@delsu.edu.ng](mailto:ajaino.anthony@delsu.edu.ng)

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## 1. Introduction

One of the many responsibilities of Government at all levels is to provide for the welfare of the citizens. This means that it is the duty of the government, both federal, state and local government, to provide employment for the people who are able and willing to work, and to provide a safety net for the vulnerable citizens in society. Through the welfare clause, the government also has the responsibility of providing health facilities, good road networks, schools, recreational centres, pipe-borne water, and communication network among others.

The above responsibilities can be overwhelming for a government with little or no resources. When the resources of a state or nation are not enough to cater for the need of the growing population, it becomes difficult for the government to provide employment for every employable citizen. This is the case for most developing countries of the world like Nigeria. The estimated population of Nigeria as of Saturday 22<sup>nd</sup> January 2022 is 214,083,229 million people and it is growing by the second (Worldometer, 2022). This figure is worrisome when juxtaposed with dwindling resources.

In order to mitigate the effect of the dwindling resources on the growing population, government oftentimes adopt a strategy that empowers selected youths with the hope that such successful applicants will employ more people. Youth empowerment accordingly, involves different ways the youth can be facilitated to cause changes in their lifestyle. Idoko (2014) posited that youth empowerment means a way of inculcating into the youths the spirit of transformation of ideas into creativeness. It can also be seen as a means of exposing the youths to skills or training that makes them productive. It encompasses different ways youth can be exposed to different trades that may help them to engage in sustainable paid and self-employment.

The purpose of a skill acquisition programme as a means of youth empowerment, according to Idoko (2014), is to prepare and equip the youths with appropriate skills that can be beneficial to them in future. The author maintained that ideal skill acquisition is capable of ensuring value re-orientation among the youths and transforming them into creators of wealth and employment instead of seekers. Basically, the creation of wealth and employment will lead to poverty reduction and an increase in the welfare status of individuals in the country.

Wealth creation acquired through youth empowerment is expected to reverse the structural weakness and imbalances in the economy by providing strategic focus and direction and inculcating in the youths the right ethics, discipline, values, hard work, honesty, respect and humility among others. In recognition of these facts, successive Nigerian Governments have put in place several policies, strategies and programmes and also established many agencies aimed at assisting citizens acquire employable skills to become economically stable. Among the agencies include the National Directorate of Employment (NDE) and National Poverty Eradication Programme (NAPEP). Many

Schemes have also been initiated to reduce poverty rates and create wealth amongst which are National Economic Empowerment Development Strategy (NEEDS), State Economic Empowerment Development Strategy (SEEDS), Local Economic Empowerment Development Strategy (LEEDS), New Partnership for Africa's Development (NEPAD) and a host of others. Moreover, Private individuals and Faith Based Organisations have also been providing the enabling environment to establish Skills Acquisition Centres to assist individuals acquire relevant vocational and technical skills (Research & Curriculum Development Department, R&CDD, 2014).

The unique advantage of such training is that it exposes the trainees to various skills that can make them self-reliant and self-dependent in their area of trade. This strategy has been judged to be one of the most successful policies of government to address unemployment. For instance, Asian economies achieved extraordinary success, due to heavy and sustained investments in skills development; their income grew more rapidly in South Korea, Singapore, Hong Kong, Taiwan and Japan, the same was also true of Thailand, Malaysia and Indonesia (Obadiah, 2008).

Other researchers such as Hillary and Elizabeth (2014) and Anya (2010) also identified the importance of youth skills acquisition. According to them, the capacity of a nation to pursue a sustainable development goal solely depends on the skills of its people as in the case of China, Japan and Singapore. Youth skills acquisition has the ability to empower youth within the reach of every individual irrespective of their social background; it is mainly a value-driven process with appropriate empowerment that help youth in focusing, and strengthen positive attitudes, skills and behaviours which improve proper functioning of organizations, institutions across a range of life activities (Morton & Montgomery, 2013; Nwankwo, Obeta, & Nwaogbe, 2013).

If one youth who is empowered by the government can provide jobs to ten more youths, it means one million empowered youths can employ 10 million people in the country. This is the thought of the Delta State government, when it started the massive youth empowerment scheme.

Among the several policies and promises Governor Okowa made during his inaugural speech, he outlined a five-point agenda encapsulated in the acronym SMART which means; Strategic Wealth creation projects and provision of jobs for all Deltans; Meaningful peace building platforms aimed at political and social harmony; Agricultural reforms and accelerated industrialization; Relevant Health and Education policies; and Transformed environment through urban renewal.

Under the strategic wealth creation platform, the governor promised that employment will remain the central theme for all his policies. Reflecting his strong conviction that deliberate government focus and action are needed to stem the tide of rising unemployment, the intervention strategy will combine time-tested and trusted quick-win schemes and long-term plans for job/wealth creation in the state.

Under the agriculture and industrialisation platform, the government stated that Delta State has tremendous potential in agriculture and that his administration will pursue multiple strategies that will boost agricultural production and encourage the free market for raw materials and foodstuffs. Under the relevant health and educational

policies platform, the governor stated that as a medical professional, health for all Deltans is paramount and dear to him. He went further to promise that he will consolidate the good work of the immediate past Governor of the state in this matter and advance the policies, programmes, and facilities of the health sector.

On the basis of the transformed environment through urban renewal, the governor reiterated that environmental sustainability is important to Delta State as it is to the national and global communities. In managing the environment better, he promised to recognise and respond adequately to the varying challenges in different parts of the state.

In all the above policies, a strategic wealth creation platform is relevant to employment generation that falls under the welfare responsibility of the government to the citizens. As part of the implementation strategy of this policy, the Employment Generation Office was created as a special purpose vehicle for the actualisation of job and wealth creation schemes. The scheme is aimed at creating jobs and wealth; diversifying the economy through the development of non-oil sectors; engaging youths in productive enterprises; nurturing entrepreneurs and leaders; and promoting communal peace and security.

The objective of the employment generation scheme is to train and establish unemployed youths, aged 18-35 years, in various vocational skills, to become Entrepreneurs, Managers and Leaders. The strategy of the job and wealth creation scheme is to put resources (particularly, skills and productive assets) in the hands of unemployed youths and thereby empower them to become employed, employers of labour and create wealth.

The employment generation scheme is implemented in multiple programme streams, as follows: Youth Agricultural Entrepreneurs Programme (YAGEP); Skills Training and Entrepreneurship Programme (STEP); Production and Processing Support Programme (PPSP); and Microcredit, administered by the Delta State Micro, Small and Medium Enterprises Development Agency. Of particular interest to this study is the STEP. The reason is that the STEP programme is the most populated, most sought after and most common of the various streams.

STEP encompasses the training of youths in different skills/trades and helping them to establish their own enterprises for self-employment and to become employers of labour. The goal of the programme includes:

- 1) to train youths in different skills/trades;
- 2) to help beneficiaries establish their own enterprises for self-employment; and
- 3) to enable beneficiaries to become employers of labour.

Alumni of the programme are branded and promoted as STEPreneurs. The programme is designed to expose participants to both theoretical instructions and hands-on experience in selected enterprises, skills or trades. Training is based on standard fit-for-purpose modules which are generated by the Office of the Chief Employment Generation Officer. The training design comprises three (3) successive mutually influencing stages, namely life skill and orientation training, vocational skills training and business management and entrepreneurship training. At the end of the training, Government provides and distributes requisite in-kind start-up capital (starter packs)

corresponding to the enterprise, skill or trade. Only Trainees who have successfully completed the first three stages of the training are given starter packs.

STEP covers the following skills areas including Computer Hardware Repairs; Catering and Confectionary; Electrical Installation and Repairs; Barbing; Bead-Making; Decoration and Event Management; Hair-dressing/Make-Over; Fashion Design/Tailoring; Tiling; Painting; Block Moulding; Plaster of Paris (POP); Vulcanizing; Welding and Fabrication; Furniture-Making/ Upholstery; Electronics Repairs; Plumbing; Carpentry; and Cosmetology. At the inception of the programme in 2015, a total of 1,073 participants benefited (Office of the Chief Employment Generation Officer, 2021). Since then, the number has grown to a total of 5,650 beneficiaries.

Seven years after the initiation of the programme, there is an urgent need to evaluate the extent to which the objectives of STEP have been achieved. This is to enable stakeholders to establish the exact position of the scheme, with a view to identifying an appropriate course of action on the way forward. In view of the foregoing, this study is aimed at evaluating the extent to which the objectives of Skills Training and Entrepreneurship Programme (STEP) have been achieved.

## 2. Research Questions

The following research questions guided the study:

- 1) What are the various skill options that STEP have trained beneficiaries?
- 2) What percentage of the beneficiaries of the STEP have established their own enterprises after graduating from the programme?
- 3) To what extent have beneficiaries of the STEP employed other youths after graduating from the programme?

## 3. Theoretical Framework of the Study

The study is anchored on the goal-attainment model of evaluation, propounded by Tyler (1950). Also called objectives-centred model, the model is designed to measure the degree to which pre-defined objectives and goals have been attained. In addition, the model focusses primarily on the product rather than the process for achieving the goals and objectives of the programme. Therefore, Tyler's model is product focused. It evaluates the degree to which the pre-defined goals and objectives have been attained.

Tyler (1950) considered evaluation as the process of determining the extent to which the objectives of a programme are actually attained. His approach to evaluation followed these steps: establishing broad goals or objectives, classifying the goal or objectives, defining the objectives in behavioural terms and finding the situation in which achievement of objectives can be shown. The author also added the development or selection of measurement techniques, collection of performance data and then finally the comparison of performance data with behaviourally stated objectives.

Discrepancies between performance and objectives lead to modifications intended to correct the deficiency, and the evaluation cycle is repeated. Tyler's rationale was

logical, scientifically acceptable, and readily adaptable by evaluators (most of whose methodological upbringing was very compatible with the preset-protest measurement of behaviours stressed by Tyler).

Tyler believed service providers primarily needed to discuss the importance and meaning of the general goals of their services as mentioned above, the service Tyler was interested in improving was education though his thinking applies to services in other sectors. Tyler stressed the importance of screening broad goals before accepting them as the basis for evaluation activity.

The goal attainment model is relevant to the study in the following ways. First, the aim of the study is to evaluate the goal achievement of the STEP programme of the Delta State government. The goal of the programme includes (1) to train youths in different skills/trades; (2) to help beneficiaries establish their own enterprises for self-employment; and (3) to enable beneficiaries to become employers of labour. These are the goals that the current study seeks to evaluate. This is to enable stakeholders to establish the exact position of the scheme, with a view to identifying an appropriate course of action on the way forward. In doing this, the goals-attainment model will prove very effective.

#### **4. Methods**

A descriptive survey research design was used in this investigation. The population of the study comprised 4,559 beneficiaries of the STEP programme of the Delta State Government from 2015 to 2020. The sample size for this study comprised 1,000 beneficiaries representing 21.93% of the total population. The sampling techniques that were used for the study are proportionate stratified and convenience sampling techniques. A proportional stratified sampling approach is a probability sampling method that identifies distinct strata in a population and draws a proportionate number of elements from each stratum based on the relative number of elements in each stratum. Since all of the Local Government Areas in Delta State that were used in the study do not have an equal number of beneficiaries, this sampling strategy was used. As a result, each Local Government Area's population of beneficiaries was represented. The researcher estimated the percentage of the sample size with respect to the whole population size, which resulted in a percentage of 21.93%.

A convenience sampling technique, on the other hand, is a non-probability sampling strategy in which the researcher asks a group of persons who meet the study's broad requirements to volunteer (e.g., STEP beneficiaries from 2015 to 2020). The researcher used any STEP beneficiary who was accessible and willing to engage in the study utilising the convenience sample technique, as long as they meet the condition of being a beneficiary of the programme.

The research instrument that was used to collect data in this study, is a questionnaire developed by the researcher. The questionnaire contains two sections; Section A contains the demographic data of the respondents such as sex, marital status, location (urban and rural) and educational qualification. Section B, on the other hand,

consists of items that will be used to elicit information from the beneficiaries of the programme on the extent to which the objectives of the programme have been achieved. Experts in Educational Measurement and Evaluation in the Department of Guidance and Counselling, as well as some staff at the Job Creation Office, validated the instrument. The questionnaire was printed and handed over to the experts for assessment. The experts looked through it and made some suggestions which were critically followed. The face and content validities were, therefore, estimated through experts' judgement, and it was authenticated that the instrument was valid in terms of face and content validity.

The test-retest method of reliability, which estimates the measure of stability, was used to determine the reliability of the instrument. Copies of the questionnaire were administered to 50 beneficiaries of the programme at two different times, and the data obtained were analyzed using Pearson's product-moment correlation coefficient. It yielded a coefficient of 0.82. Thus, the instrument produced results that are stable.

The researchers administered copies of the questionnaire to the participants in the different local government areas of the state. The researcher solicited the help of five research assistants, who helped him to visit the beneficiaries in their various locations. The process was entirely voluntary. They were assured that their responses would be used only for the purpose of research and not to victimise them in any way. The exercise lasted for a period of six weeks. At the end of the exercise, a total of 1,000 copies of the questionnaire were administered and a total of 1000 copies were retrieved, indicating a 100% retrieval rate.

The data were collected, coded, and recorded into a computer system using the Statistical Package for Social Sciences (SPSS) version 26. After that, the data were checked for corrections of errors. Frequency and percentage were used to answer the research questions.

## 5. Results

**Research Question 1:** What are the various skill options that STEP have trained beneficiaries?

**Table 1:** Percentage analysis of the various skill options that STEP have trained beneficiaries

S/N	Category	Number of Beneficiaries	Percentage (%)
1	Fashion design	211	21.1
2	Catering	195	19.5
3	Hairdressing	138	13.8
4	Make-up	74	7.4
5	Fishery	44	4.4
6	Decoration and event management	43	4.3
7	Electrical installation and repairs	37	3.7
8	Welding and fabrication	31	3.1
9	ICT	26	2.6
10	Farming	22	2.2

11	Tilling	17	1.7
12	Interlocking	16	1.6
13	Poultry	13	1.3
14	Bead making	12	1.2
15	Computer repairs	12	1.2
16	POP installation	12	1.2
17	Plumbing	11	1.1
18	Barbing	10	1
19	Block molding	10	1
20	Audio-visual service	9	0.9
21	Carpentry	8	0.8
22	Liquid soap production	8	0.8
23	Painting	8	0.8
24	Piggery	8	0.8
25	Aluminum works	6	0.6
26	Cosmetology	6	0.6
27	Woodwork and furniture	5	0.5
28	Cinematography	4	0.4
29	Cleaning agent	4	0.4
<b>Total</b>		<b>1,000</b>	<b>100.00</b>

Table 1 shows the percentage analysis of the various skill options that Step have trained beneficiaries. The result shows that out of the 1000 beneficiaries evaluated, the majority of them (211), representing 21.1% were trained in fashion design while only 4 (0.4%) were trained in cinematography and cleaning agent. The other skill options can be found on the table along with the number of their beneficiaries and percentage representation.

**Research Question 2:** What percentage of the beneficiaries of the STEP have established their own enterprises after graduating from the programme?

**Table 2:** Percentage analysis of the beneficiaries of the STEP who have established their own enterprises after graduating from the programme

S/N	Beneficiaries	Number of Beneficiaries	Percentage (%)
1	Established	1,000	100
2	Not Established	0	0.00
<b>Total</b>		<b>1,000</b>	<b>100.00</b>

Table 2 shows the percentage analysis of the beneficiaries of the STEP who have established their own enterprises after graduating from the programme. The result shows that all the 1000 beneficiaries evaluated representing 100.00% have established their own businesses.

**Research Question 3:** To what extent have beneficiaries of the STEP employed other youths after graduating from the programme?



**Table 3:** Percentage analysis of beneficiaries of the STEP who have employed other youths after graduating from the programme

S/N	Number of Employees	Number of Beneficiaries who Employed them	Trade Area	Percentage (%)
1	30	4	Hair Dressing	0.4
2	20	4	Electrical Installation and Repairs	0.4
3	18	8	Fashion Design	0.8
4	15	8	Tilling & Catering	0.8
5	12	8	ICT & Make-Up	0.8
6	11	8	Catering	0.8
7	10	16	ICT, Catering, Make-Up & Poultry	1.6
8	9	8	Decoration and Event Management & Farming	0.8
9	8	16	Farming, Fashion Design, & Catering	1.6
10	7	14	Painting, Fashion Design, Audio-Visual Service, Catering, Hair Dressing, Plumbing, & Decoration and Event Management	1.4
11	6	18	Decoration and Event Management, Tilling, Piggery, Catering Plumbing, Electrical Installation and Repairs, Fashion Design, Make-Up, Audio-Visual Service, Hair Dressing, Fishery, Farming, Bead Making	1.8
12	5	41	Fashion Design, Electrical Installation and Repairs, POP Installation, Plumbing, Welding and Fabrication, Tilling, Hair Dressing, Catering, Decoration and Event Management, Farming, Fishery, Computer Repairs, ICT & Cosmetology	4.1
13	4	56	Catering, Fishery, Hair Dressing, Electrical Installation and Repairs, Fashion Design, Farming, Tilling, Plumbing, Make-Up, Catering, Decoration and Event Management, POP Installation, Poultry, Welding and Fabrication, Computer Repairs, Block Moulding & ICT	5.6
14	3	96	Audio-Visual Service, Bead Making, Carpentry, Catering, Computer Repairs, Decoration and Event Management, Electrical Installation and Repairs, Farming, Fashion Design, Fishery, Hair Dressing, ICT, Interlocking, Make-Up, Plumbing, POP, Installation, Poultry, Tilling, Welding and Fabrication	9.6
15	2	165	Aluminium Works, Audio-Visual Service, Barbing, Bead Making, Block Moulding, Carpentry, Catering, Cinematography, Computer Repairs, Cosmetology, Decoration and Event Management, Electrical, Installation and Repairs, Farming, Fashion Design, Fishery, Hair Dressing, ICT, Interlocking, Make-Up, Plumbing, Poultry, Tilling, & Welding and Fabrication	16.5

16	1	103	Catering, Computer Repairs, Decoration and Event Management, Electrical Installation and Repairs, Fashion Design, Fishery, Hair Dressing, ICT, Interlocking, Make-Up, Painting, Poultry, Welding and Fabrication	10.3
17	0	427	Aluminium Works, Audio-Visual Service, Barbing, Bead Making, Carpentry, Catering, Cleaning Agent, Computer Repairs, Decoration and Event Management, Electrical Installation and Repairs, Farming, Fashion Design, Fishery, Hair Dressing, ICT, Interlocking, Liquid Soap Production, Make-Up, Painting, Piggery, Plumbing, POP Installation, Poultry, Tilling, Welding and Fabrication, Woodwork and Furniture	42.7
<b>Total</b>		<b>1,000</b>		<b>100.00</b>

Table 3 shows the percentage analysis of beneficiaries of the STEP who have employed other youths after graduating from the programme. The result shows that out of the 1,000 beneficiaries evaluated, 4 representing 0.4% have employed 30 employees while a total of 427 have no employees. In all a total of 573 representing 57.3% have been employed while a total of 427 (42.7%) have not employed other youths. This means that beneficiaries of the STEP have employed other youths after graduating from the programme to a high extent.

## 6. Discussion

The first finding revealed that STEP has trained beneficiaries in the following skill options: Fashion design, Catering, Hairdressing, Make-up, Fishery, Decoration and event management, Electrical installation and repairs, Welding and fabrication, ICT and Farming. Others include Tilling, Interlocking, Poultry, Bead making, Computer repairs, POP installation, Plumbing, Barbing, Block moulding and Audio-visual service. The programme has also trained beneficiaries in the areas of Carpentry, Liquid soap production, Painting, Piggery, Aluminium works, Cosmetology, Woodwork and furniture, Cinematography and Cleaning agent. The result shows that the majority of the beneficiaries were trained in fashion design while only a few were trained in cinematography and cleaning agent.

STEP encompasses training youths in different skills/trades and helping them establish their own enterprises for self-employment and to enable them to become employers of labour. Alumni of the programme are branded and promoted as **STEPpreneurs**. The programme is designed to expose participants to both theoretical instructions and hands-on experience in selected enterprises, skills or trades. Training is based on standard fit-for-purpose modules which are generated by the Office of the Chief Employment Generation Officer.

The finding obtained agrees with the publications of Office of Job Creation Officer (2021), which revealed that a total of 1,073 STEPpreneurs were trained and distributed

among the various trade areas. The publication revealed that one of the critical components of STEP Training is mentorship which involves field supervision, troubleshooting operations and feedback on a case-by-case basis. The finding is also in line with Hillary and Elizabeth (2014) and Anya (2010), who identified the importance of youth skills acquisition. According to them, the capacity of a nation to pursue a sustainable development goal solely depends on the skills of its people as in the case of China, Japan and Singapore.

The second finding revealed that all the 1000 participants evaluated have established their own enterprises, indicating a 100% goal achievement. This finding showed that the goal of the programme, which is to train and establish unemployed youths, aged 18-35 years, in various vocational skills, to become Entrepreneurs, Managers and Leaders, has been achieved. The strategy of the job and wealth creation scheme is to put resources (particularly, skills and productive assets) in the hands of unemployed youths and thereby empower them to become employed, employers of labour and create wealth.

The finding is consistent with Garba (2010), who stated that Youth empowerment is an opportunity for youth to gain freedom, choices and skills development that will benefit them to earn their living and also become problem solvers and decision-makers. The finding also agrees with Chinedu and Oladiran, (2015), who considered youth empowerment program in terms of skill, and values development with the aim of making the individual self-reliant and useful to him or herself and the society at large. The finding further aligned with the opinion of Garba (2010), that skills acquisition leads to the production of craftsmen, technicians and other skilled personnel to be empowered towards enterprising and self-reliance.

The third finding showed that the majority of the beneficiaries have employed other youths after graduating from the programme. From the result obtained, out of a total of 1000 beneficiaries assessed, 573 of them indicated 57.3% have employed other youths while a total of 426 (42.7%) have not employed other youths. The finding also revealed that the number of youths employed by the beneficiaries ranged from 1 to 30 employees.

This finding implies that the major goal of the programme, which is employment generation, has been achieved. For instance, if one youth who is empowered by the government can provide jobs to ten more youths, it means one million empowered youths can employ 10 million people in the country. This is the thought of the Delta State government, when it started the massive youth empowerment scheme. Youth skills acquisition has the ability to empower youth within the reach of every individual irrespective of their social background; it is mainly a value-driven process with appropriate empowerment that help youth in focusing, and strengthen positive attitudes, skills and behaviours which improve the proper functioning of organizations, institutions across a range of life activities.

The finding is in line with Garba (2010), who stated that youth empowerment is, therefore, a value-driven program designed to provide jobs to the youth and extended to cover political, economic, intellectual and social power that make the youth to have a

sense of belonging. The finding also agrees with Morton and Montgomery (2013) and Nwankwo, et al. (2013), who found that youth skills acquisition has the ability to empower youth within the reach of every individual irrespective of their social background, it's mainly a value-driven process with appropriate empowerment that help youth in focusing, and strengthen positive attitudes, skills and behaviours which improve the proper functioning of organizations, institutions across a range of life activities.

## 7. Conclusion and Recommendations

Based on the findings of the study, it can be concluded that the goals of the Delta State Skills Training and Entrepreneurship Programme (STEP) have been achieved. The programme was able to train youths in different skills/trades; help beneficiaries establish their own enterprises for self-employment, and enabled beneficiaries to become employers of labour.

On the basis of the findings and conclusion drawn, the following recommendations were made:

- 1) The government should expand the empowerment programme to accommodate commerce apprenticeships.
- 2) Government should adopt the industry-based approach towards empowerment programmes where trained beneficiaries are sent or posted to industrial hubs that specialize in their skill, trade or vocation.
- 3) More trade areas should be introduced into the scheme to reflect changing career needs of society.
- 4) Leaders in the study area should allow the programme to be independent in order for the coordinators or organizations to recruit the right people who are actually interested in learning a skill in order to make a living out of the programme.
- 5) An enhanced monitoring mechanism should be put in place to promote better monitoring and mentorship for graduates of the programme.
- 6) Proper loan facilities should be made available to beneficiaries of the programme who have established their own businesses, for the purpose of expansion.

## Conflict of Interest Statement

The authors declare no conflicts of interest.

## About the Authors

**Ajaino, A. E.** is a doctoral student of Measurement and Evaluation in the Department of Guidance and Counselling, Delta State University, Abraka, Nigeria. He earned his Master's degree in Measurement and Evaluation in 2020 and his Bachelor's degree in Economics Education from Delta State University, Abraka, Nigeria in 2000. The author is interested in evaluation of policies and programmes, research, statistics and educational measurement.

**Odili J. N.** is a Professor in the Department of Guidance and Counselling, Delta State University, Abraka, Nigeria. He obtained his B.Sc. (Ed) Biology degree from the University of Ilorin in 1986, M.Ed. and PhD in Measurement and Evaluation from the University of Nigeria Nsukka in 1992 and 2004 respectively. He established the effect of language manipulation on differential item functioning of Biology Multiple Choice Test, using Item Response Theory of Measurement. He has provided information that guides item writers to bridge the gender gap in performance in Biology. He has supervised several PhD and M.Ed. students in the field of measurement and evaluation.

**Ossai P. A. U.** is an Associate Professor in the Department of Guidance and Counselling, Delta State University, Abraka, Nigeria. He earned his Bachelor's degree in Mathematics Education in 1989 from then, Bendel State University, Ekpoma. His Master's and Doctorate degrees were earned in Measurement and Evaluation in 2005 and 2014 respectively from Delta State University, Abraka, Nigeria. He has interest in college mathematics, research, statistics, measurement and evaluation.

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