

YOUTH EMPOWERMENT PROGRAMMES IN TERTIARY INSTITUTIONS FOR WEALTH CREATION IN NIGERIAN LABOUR MARKET

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Abstract

Despite the introduction of several vocational programmes to curtail the menace of unemployment among Nigerian youth, the problem remains unabated. This study therefore examined youth empowerment programmes in tertiary institutions for wealth creation in Nigerian labour market. The descriptive survey was guided by four research questions and two null hypotheses. The sample was 343 vocational students selected from the tertiary institutions in Oyo State of Nigeria. Empowerment Programmes for Wealth Creation Questionnaire (EPWCQ) was used for data collection. The reliability coefficient of the instrument is 0.75. Descriptive statistics of mean and standard deviation as well as chi-square were used for data analysis. The findings revealed significant roles of youth empowerment programmes for wealth creation ($\bar{X} = 3.18$); a weighted mean average of 3.18 on strategies for promoting vocational skills acquisition; positive impact of the empowerment programmes ($\bar{X} = 3.39$), and a significant impact of the youth empowerment programmes for wealth creation ($X^2 = 13.08$); $df = 1$; $p = 0.02 < 0.05$) among others. The authors therefore recommended that more vocational skills centres should be built in strategic locations to accommodate more youth for skill acquisition and stakeholders should promote the values of vocational trade subjects among community youth for wealth creation.

Keywords: Wealth Creation, Youth, Youth Empowerment.

Introduction

Youth remains a human manpower and the economic strength of any nation because of their talents, activeness and productive power to move the society forward. As enshrined in the constitution of Nigeria, it is expected that when a child attained the age of 18, he must have acquired a skill to become productive to himself and the society (FRN, 2013). By implication, such a youth can fend

for himself with minimum supervision from elders, and any huge resources invested in them has benefits for them as individuals and for society at large.

Some countries like America, Japan, England and Germany among others empowered their youths for mutual benefit of all. The empowerment capabilities bestowed on their youths, no doubt, obviously place the countries in the world map. In the era of information and communication technology (ICT) for example, those countries make life meaningful to the whole world and add a lot yearly to Gross National Product (GNP) of their countries (Fasola, 2019). As means of empowerment, youth programmes play important roles in building life skills in them. Youth programmes strengthen families and communities, and altogether work towards wealth creation. If youths are to be successful and the society is to be dynamic and sustained, proper youth empowerment becomes very significant. Over the years, the matter of youth empowerment for wealth creation has been an area of concern in Nigerian society. Hence, this study was conceived to be very significant to embark upon.

Review of Related Literature

Empowerment is to equip people with necessary skills needed for life survival using the available materials to transfer such skills to the benefactors. The word empowerment comes from the word power which simply means to make powerful in all ramification including in intellect, in skills acquisition and other worthwhile values. Empowerment is to give power or authority to the benefactor so that he would be able to contribute significantly to the development of the nation. According to Danjuma and Rebecca (2017), youth empowerment is an attitudinal, structural and cultural process whereby young people gain the ability and authority to make decisions and implement change in their own lives and the lives of others, including youths and adults. Youth empowerment is also a process where children and young people are encouraged to take charge of their lives in order to improve quality of life through participation in empowerment programmes. Youth empowerment programme is often defined as a means of equipping youths to be useful for themselves and also to make great impact in the society.

Over the years in Nigeria, there have been several youth empowerment programmes such as Youth Enterprise with Innovation in Nigeria (YouWin), Subsidy Reinvestment and Empowerment Programme (SURE-P), Npower, Youth Empowerment and Development Initiative (YEDI), Youth Initiative for Sustainable Agriculture in Nigeria (YISA), Graduate Internship Scheme (GIS), Youth Entrepreneur Support Programme (YES-P), African Youth Empowerment in Nigeria (AYEN) and Diamond-Crest for Youth Education Foundation Scheme (DC-YEFS) among others. Some of these empowerment opportunities are organized by individuals, organizations and government with the aim of equipping the Nigerian youths with vocational skills for survival.

Vocational skills are practical or firsthand skills which allow a person to master a particular trade or procedure that is applicable to a career choice for sustainable living. Vocational skills are attained in a hands-on-environment, and more often, where it is adequately fostered, it is beyond a classroom affairs. Oyewole (2016) opined that training of vocational skills could be in one or more of these areas: tailoring, carpentry, weaving (cloths, basket, mats), designing and making of bags, cane chairs, poultry keeping, agriculture, gardening, masonry, cookery and sewing. In school setting, vocational skills can be attained through vocational education. Vocational education has been a fundamental part of development of many developed nations because of its positive effect on industrial productivity and economic growth. Vocational education holds the key to unlocking the potential in youths and it is one of the best ways to empower them. Empowering the youth through vocational skills would enhance their productivity, survival and accelerate individual and national development.

Since youth empowerment programmes are geared towards skills acquisition, human development, self-reliance, self-employment, poverty reduction and wealth creation, it implies that youth empowerment training cannot be completely functional if vocational education and training is not integrated in it. This is because vocational and technical education and training is practical and applied skills-based. In recent times, lack of acquisition of vocational skills on the part of the youth has been considered the bane of the economy of many African societies including Nigeria. Vocational skills acquisition is geared towards the production of a man who can effectively work with his head and hands. Uwaifo in Magajiya, Wan and Mohd (2018) submitted that vocational skills acquisition will ensure that youth are adequately equipped in terms of technology which will lead to a generation of people who can think for themselves rather than relying on the government for employment, become self-employed and eventually lead to wealth creation.

Wealth is a possession of resources or anything of value. Wealth is the abundance of valuable resources or material possessions of an asset usually in the form of money, real estate and personal property (Alade, 2013). An individual, community, region or country that possesses an abundance of such possessions or resources is known to be wealthy. Bonneville (2017) noted that for anyone to become wealthy, one's motivation, habits, thoughts, self-image and emotions must all be aligned towards achieving that single goal. Wealth creation is the process of harnessing the present lifesustaining resources into different investments to meet the economic needs of the citizenry and promote a sustainable future. Vocational skills acquisition and establishment of business is one of the ways of creating wealth, it is therefore important to examine vocational programmes as a means of youth empowerment with a view to working towards sustainability in wealth creation.

In addition, according to Ewubare and Asarah (2017), wealth creation is the process of investing in different asset classes where the investments will help in fulfilling key needs. It is the combination of materials, labour, land and technology in such a way as to capture a profit. The creation of more vocational centres, establishment of business and youth empowerment after

training among others are the ways of creating wealth. Wealth creation also has a lot to do with technological innovation aiming at material improvement and human employment for the benefits of human lives. Therefore, youth empowerment through empowerment programmes are essential means for achieving self-sustained living instead of depending on government for provision of empowerment opportunities. It is believed that training through skills acquisition programmes will enhance the sustainability of the youths in different fields or trade for wealth creation.

Youth Empowerment Programmes (YEPs) are designed to build on the assets and potentials of young people through a focus on active participation, acquisition and mastery of skills in order to meet the economic needs and social participation of the citizenry. Youth empowerment programme in many nations is geared towards equipping youths with skills for self-employment and nation building. The rate of unemployment and underemployment among Nigerian youths and graduates is no doubt, on the rising. Crime and poverty rate has equally increased. Federal Government of Nigeria, International organizations and Non-governmental organizations have variously introduced some youth empowerment programmes to curtail the problem of unemployment in Nigeria. Idris and Mbudai(2017) reiterated that such forms of youth empowerment programmes are installed to train youth for skills acquisition to be self-reliant in various areas of Vocational and Technical Education. Youth empowerment programmes are expected to be accessible for every youth regardless of the individual's social status, class of degree of graduation, course of study and year of graduation. In addition, these programmes are also expected to be reachable to all and not a selected class of people in the society.

Despite Nigerian governments efforts to reduce youth's restiveness, unemployment and societal vices through empowerment programmes, the misery and frustrations of the youths due to joblessness and non-capabilities to adequately create jobs remain alarming. Still, Ekoh (2016) suggested the following strategies that will help to solve the problem of youth empowerment programmes in Nigeria.

1. Establishment of entrepreneurship development centres.
2. Establishment of small and medium scale establishment resources centres.
3. Establishment of some clubs in the tertiary schools.
4. Need for organized business plan competitions.
5. Introduce networking events through workshops, seminars, symposia, lectures for stakeholders where cross fertilization of ideas could occur.
6. Identify entrepreneurship business opportunities.
7. There should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures.
8. Industrial visits and excursion for on-site field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical company and education students could visit modern schools with facilities to mention but a few.

9. Make the students master at least one vocation that can guarantee self-reliance.
10. Inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively with their immediate and distant environment.
11. Fashion out modalities for setting up a career/entrepreneurship centre where students can be counseled and guided on the right career to follow after their graduation.

Vocational skills acquisition is the best strategy in addressing the rising youth unemployment in Nigeria, this is because, it adopts practical approach in solving the problem by providing individual with the skills needed to become productive citizens of the country (Oladeji & Afolabi, 2022). Thus, vocational skills acquisition remains symbolic in youth empowerment for wealth creation in the society.

Some studies have embarked on the effect of various programmes, schemes and policy measures of governments initiated with a view to reducing unemployment through youth empowerment programmes and vocational skills acquisitions for wealth creation with varying results and submissions. For instance, Ewubare and Asarah(2017) examined skills acquisition as a panacea for sustainable wealth creation in Cross River State. Two research questions were raised while two null hypotheses were formulated. The population of the study was made up of 200 Home Economics students in the Regular and Part-time NCE Programmes. The samples of 100 students were randomly selected. The instrument, for data collection was the questionnaire. Mean and the t-test were used to analyze the data and to test the hypotheses at the significance level of 0.05 respectively. The findings revealed that NCE Home Economics students gain relevant skills while in training and are capable of establishing small/large scale businesses after graduation which will enable them create sustainable wealth.

Oluwakemi (2020) examined Wealth Creation and Decent Work in Oyo State, Nigeria. Primary data with a structured questionnaire and focused group discussions were used to address the questions based on the four dimensions of decent work furnished by the International Labour Organization (ILO). The study adopted a multi-stage random sampling technique and administered 376 questionnaires to N-Power programme beneficiaries. This was supported by two-focused group discussion. Descriptive statistics and content analysis were used to analyze the data generated. The results showed that the issue of unemployment was addressed but the job cannot be termed decent because of lack of job security, right of work and social dialogue.

Oladeji (2019) examined Skills Acquisition Programme and Youth Empowerment in Ondo State of Nigeria. Four research purposes were formulated while two research questions and two null hypotheses guided the study. Survey research design was used. Twenty-seven (27) copies of the questionnaire were administered on the trainers at the skills acquisition centres, while 557 copies were given to the beneficiaries of the skills acquisition programme in Ondo State. Thirteen

members of the coordinating departments were chosen for an in-depth interview. Mean and standard deviation were used to answer the research questions while multiple regression analysis was used to test the null hypotheses. The findings revealed that the skills acquisition programme has been able to provide employment opportunities for youth beneficiaries, reduce their involvement in social vices, improved their standard of living as well as increase the rate at which the youth participate in governance. This study concluded that the skills acquisition programme had positively impacted the lives of youth beneficiaries in Ondo state even though it was faced with some challenges as discovered during the interview session.

From the available literature appraised, the roles of youth empowerment, the strategies for promoting empowerment programmes and the impact of various initiatives on youth empowerment, all for wealth creation among others still remain part of the areas yearning for investigation. Likewise, the status of vocational skills acquisition as a tool for wealth creation in Nigerian labour market is also a subject of continuous discourse among education stakeholders. On the thrust of the background, this empirical study was conceived.

Theoretical Framework

This study was anchored on McClelland theory of need for achievement and goal propounded in 1961. McClelland argues in his book 'The Achieving society', that the drive towards achievement is the basis of activity for most entrepreneurs. He used the Jews in his illustration. According to him, the Jewish child is shown from the beginning that he has to maintain and remain on top in order to counteract the attitude of the society to him. From here, initiatives, innovation, opportunities and pro-activeness which are basic vocational skills emphasized by McClelland for the success of entrepreneurs formed the basic spring board for this study. McClelland theory of needs becomes relevant because the subject matter of this study centred on the need to equip the youths with the essential vocational skills useful for them to strive for excellence in the society.

Statement of the Problem

The rapid increase in school enrolment and turn out rate from various institutions with no adequate skills for wealth creation, and those who could not continue formal education due to economic reasons have been adduced for youth joblessness and incessant youth restiveness in Nigerian communities at various times. Thus, the vulnerable groups of unemployment are mainly the youths who thereby constitute security risk for the country. However, previous and current Nigerian governments introduced several programmes to curb the menace of youth inability to create jobs, but it appears that the outcry on the need for youth empowerment remains increasing. Most of the Youth Empowerment Programmes established by the Federal Government in the past have not been able to maximally meet the objectives for setting them up which often resulted to poverty, youths' insurgency and the like in the country. Young people are still battling with many challenges such as high rate of poverty, unemployment, indiscipline, ignorance, inability to access vital information, and essential welfare services, which have made these young people lose hope in

themselves and the development of the society is at risk. In the same vein, youth unemployment and lack of vocational skills acquisition remain issues of concern to parents, communities, and governments at federal, state and local levels. The devastating impact these have on youth and the economy at large remain worrisome and the consequences might be grave if further empirical studies are left undone. All put together, prompted this study on youth empowerment programmes in tertiary institutions for wealth creation in Nigerian labour market.

Purpose of the Study

The main purpose of this study was to examine youth empowerment programmes in tertiary institutions for wealth creation in Nigerian labour market. The study specifically sought to:

1. assess the roles of youth empowerment programmes for wealth creation in Nigerian labour market.
2. find out the strategies for promoting youth empowerment programmes for wealth creation in Nigerian labour market.
3. examine the impact of youth empowerment programmes for wealth creation in Nigerian labour market.
4. examine the challenges of youth empowerment programmes for wealth creation in Nigerian labour market.

Research Questions

The following research questions guided the study:

1. How do the Vocational and Technical Education students rate the roles of youth empowerment programmes for wealth creation in Nigerian labour market?
2. What are the strategies for promoting youth empowerment programmes for wealth creation in Nigerian labour market?
3. What are the impact of youth empowerment programmes for wealth creation in Nigerian labour market?
4. What are the challenges of youth empowerment programmes for wealth creation in Nigerian labour market?

Research Hypotheses

The following null research hypotheses were tested at 0.05 level of significant:

HO₁ There is no significant relationship between male and female vocational and technical education students on the impact of youth empowerment programmes for wealth creation in Nigerian labour market.

HO₂ There is no significant relationship among departments in vocational and technical education on the impact of youth empowerment programmes for wealth creation in Nigerian labour market.

Research Methods

Descriptive survey research design was adopted for this study. The approach provided an opportunity to make a vivid description of the information gathered from a population sample without manipulating any variable. The population of the study consisted all 300 level Business Education, Home Economics, Agricultural Education, Fine and Applied Art Education and Technical Education students in the existing colleges of education in Oyo State of Nigeria where vocational courses identified above are offered. The total population of students was 1713. The name of the institutions and their population in each case was presented in table I.

Table 1: Population of the Study

S/N	Institution	Students		
		M	F	Total
1.	Federal College of Education (Special), Oyo, Nigeria	186	227	413
2.	Emmanuel Alayande College of Education, Oyo, Nigeria.	193	244	437
3.	College of Education, Lanlate, Oyo State, Nigeria	141	186	327
4.	Best Legacy College of Education, Ogbomosho, Oyo State of Nigeria	127	152	279
5.	Mufutau Lanihun College of Education, Ibadan, Oyo State of Nigeria	118	139	257
Total		765	948	1713

Source: Departmental Records from Heads of Department (HODs) (2022)

A purposive and proportionate sampling technique were used to select 343 vocational students for the study. Specifically, 153 are male while 190 are female Vocational and Technical Education students simply because the respondents offer skill-based programmes and have experienced Industrial Training Exercise outside their respective colleges before in the course of their programme. A self-structured “Empowerment Programmes for Wealth Creation” (EPWCQ) was used as the main research instrument. It was divided into two sections: Section A and Section B. Section A took care of the respondents’ bio-data while Section B, was divided into four parts in respect of the four stated research questions. The four-point rating scale of Excellent (E), Good (G), Fair (F) and Poor (P) was used for Part 1; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for Part 2 and Part 4 while High Impact (HI), Moderate Impact (MI), Low Impact (LI) and No Impact (NI) was used for Part 3 as the range of responses identified with 4, 3, 2, and 1 point respectively for the spread of opinions of the participants (respondents) used for the study.

The research instrument (EPWCQ) was validated by four (4) vocational experts outside the scope of the study. Their criticisms and suggestions in term of the relevance of each of the items in the research instrument, phrasing, coverage, and suitability served as valuable inputs used to modify

the research instrument. Thereafter, thirty copies of the research instrument were administered once on the relevant respondents outside the study location. Cronbach Alpha was used to determine the reliability coefficient and at the end, the instrument was found to have reliability coefficient index of 0.75 indicating that the instrument was quite reliable and suitable for data collection. The researchers sought for the permission of the Head of Departments in each college sampled and with the assistance of four staff members, the data collection lasted for three weeks with 100% return of the entire copies of the research instrument.

Descriptive statistics of mean and standard deviation were used to answer the research questions, while inferential statistics of Chi-square was used to test the null hypotheses raised in the study. Any items of 2.50 and above was rated Excellent, Agreed and High Impact respectively while items below 2.50 was rated Poor, Strongly Disagreed and No Impact. For the hypotheses, if the Chi-square calculated was less than the alpha significance of 0.05 the null hypothesis is accepted but if the chi-square calculated was greater than the alpha significance the null hypothesis was rejected.

Result

Research Question 1: How do the Vocational and Technical Education students rate the roles of youth empowerment programmes for wealth creation in Nigerian labour market?

Table 2: Mean Ratings and Standard Deviation of Respondents on how Vocational and Technical Education Students rate the Roles of Youth Empowerment Programmes for Wealth Creation

S/N	Items		X	SD	Remarks
	Provision of equal opportunity and access to gainful employment either government or self-employment	3.16	0.81	Excellent	1.
2.	Encourage productivity growth and advancement.	2.59	0.73	Excellent	
3.	Open doors for job transfer.	3.20	0.71	Excellent	
4.	Opportunity for networking and professional qualification.	2.67	0.67	Excellent	
5.	Poverty reduction, jettison vices and enhance peace, stability and development	2.88	0.72	Excellent and	
6.	Encourage skills acquisition among youths by providing vocational/professional and technical training.	3.50	0.96	Excellent	
7.	Generating employer of labour (mentoring) and creating entrepreneurial spirit in students.	3.59	0.99	Excellent	entrepreneurial
8.	Empowers students with relevant and employable skills.	3.99	0.78	Excellent	
9.	Development of valuable links between the organization and community and voluntary sector organizations.	3.01	0.51	Excellent	local schools,

10. Lower staff turnover and fewer skills-related vacancies.	3.22	Excel	0.61	lent
Weighted Average	3.18	0.75	Excellent	

Source: Field Survey, 2022

The result in table 2 showed the mean ratings and standard deviation on how Vocational and Technical Education students rate the roles of youth empowerment programmes for wealth creation with mean ratings ranging from 2.59 to 3.99 and weighted average of 3.18. The respondents however in table 1 indicated that all the items are closely related and based on the findings, the standard deviation of all items ranged from 0.51 to 0.99.

Research Question 2: What are the strategies for promoting youth empowerment programmes and for wealth creation Nigerian labour market?

Table 3: Mean Ratings and Standard Deviation of Respondents on the Strategies for Promoting Youth Empowerment Programmes for Wealth Creation

S/N	Items	X	SD	Remarks
1.	Establishment of small business schools where interested students and community members can	3.80	0.74	Agreed

participate.	3.86	0.93	Agreed	<i>Source: Field Survey, 2022</i> Result in table 3 showed that the mean ratings and standard deviation on the strategies for
Development of entrepreneur internship programme by matching students with locally successful entrepreneurs for clearly stated education programmes.				
Establishment of enterprise college aimed at fostering the skills required for wealth creation.	3.25	specific0.78	Agreed	
Reduction of taxes on small scale businesses.	3.34	0.73	Agreed	
Provision of incentives for students of vocational and technical schools for wealth creation.	3.37	0.69	Agreed	
Organization of business plan competitions.	3.16	0.81	Agreed	
Incorporation of school work-based industrial attachment in Vocational and Technical Education curricula for wealth creation.	2.67	0.67	Agreed	
Role model interaction and mentoring among VTE students and staffs to deliver industrial related lectures on skills acquisition for wealth creation.	2.88	0.72	Agreed	
Mastering at least one vocation that can guarantee selfreliance.	3.30	0.81	Agreed	
Inculcate in the students the knowledge of ICT for effective interaction with their immediate and distant environment.	3.16	0.87	Agreed	
Weighted Average	3.28	0.78	Agreed	

promoting youth empowerment programmes for wealth creation with mean ratings ranging from 2.67 to 3.86 and weighted average of 3.28. The respondents' responses in table 3 also revealed that all the items are closely related and based on the findings, the standard deviation of all the items ranged from 0.67 to 0.93.

Research Question 3: What are the impacts of youth empowerment programmes for wealth creation in Nigeria labour market?

Table 4: Mean Ratings and Standard Deviation of Respondents on the Impact of Youth

Empowerment Programmes for Wealth Creation	S/N	Items	X	SD	Remark
Reduce the rate of youth unemployment.			3.39	0.69	
High Impact					
1.					
2.		Increase the involvement of youth in governance.	3.16	0.81	High Impact
3.		Improve the level of confidence the youths have in government.	2.60	0.73	High Impact

4.	Increase the standard of living of youth.	3.20	0.71	High Impact
5.	Reduce youth level of involvement in crime.	2.87	0.67	High Impact
6.	Enhance socio-economic development.	3.01	0.71	High Impact
7.	Reduce high poverty rate for wealth creation.	3.22	0.65	High Impact
8.	Enhance training and skills development.	2.88	0.72	High Impact
9.	Redistribution of income among youths.	3.80	0.74	High Impact
10.	Promotion of self-employment and self-reliance.	3.87	0.93	High Impact
Weighted Average		3.20	0.74	High Impact

Source: Field Survey, 2022

The results presented in table 4 showed the mean ratings and standard deviation on the impact of youth empowerment programmes for wealth creation with mean ratings ranging from 2.60 to 3.87 and weighted average of 3.20. The standard deviation as shown in table 4 also ranged from 0.65 to 0.93.

Research Question 4: What are the challenges of youth empowerment programmes for wealth creation in Nigerian labour market?

Table 5: Mean Ratings and Standard Deviation of Respondents on the Challenges of Youth Empowerment Programmes for Wealth Creation

S/N	Items	X	SD	Remark
1.	Poor knowledge based economy and low spirit of competition.	3.50	0.96	Agreed
2.	Lack of vocational teachers, materials and equipment.	3.59	0.99	Agreed
3.	Poor business environment.	3.99	0.78	Agreed
4.	Poor societal attitude to Technical and Vocational Education development.	3.59	0.99	Agreed
5.	Inadequate parental care.	2.67	0.67	Agreed
6.	Insensitivity of government to enterprise creation and expansion strategy.	3.86	0.93	Agreed
7.	Lack of students intention in sitting business.	3.25	0.78	Agreed
8.	Inability to further education.	3.34	0.73	Agreed
9.	Political manipulation of youth organizations.	3.37	0.69	Agreed
10.	Moral decadence in the society.	3.16	0.81	Agreed
Weighted Average		3.39	0.81	Agreed

Source: Field Survey, 2021

The mean ratings and standard deviation on the challenges of youth empowerment programmes for wealth creation are presented in table 5. The mean ranges from 2.67 to 3.99 with a weighted average of 3.39. Close range of between 0.67 and 0.99 is also shown for the standard deviation on their agreed responses.

Testing of Hypotheses

Research Hypothesis 1: There is no significant relationship between male and female vocational and technical education students on the impact of youth empowerment programmes for wealth creation in Nigerian labour market.

Table 6: Impact of Youth Empowerment Programmes on Wealth Creation

<u>Groups</u>	<u>High Impact</u>	<u>Low Impact</u>	<u>Df</u>	<u>X²</u>	<u>P</u>	<u>Remarks</u>
Male	50	103	1	1.067	0.360	Accept H ₀
Female	76	114				
	126 (36.7%)	217 (63.3%)				

Source: Field Survey, 2022

Results in Table 6 showed that $x^2 = 1.067$, $df = 1$ and $p = 0.360$. Since $p = 0.306 > 0.05$ level of significant, it implied that the null hypothesis (H_{01}) was accepted. The researcher therefore concluded that there was no significant relationship between male and female vocational and technical education students on the impact of youth empowerment programmes for wealth creation in Nigerian labour market.

Research Hypothesis 2: There is no significant relationship among departments in vocational and technical education on the impact of youth empowerment programmes for wealth creation Nigerian labour market.

Table 7: Chi-Square results on the Relationship among Departments in Vocational and Technical Education on the Impact of Youth Empowerment Programmes on Wealth Creation.

<u>Groups</u>	<u>High Impact</u>	<u>Low Impact</u>	<u>Df</u>	<u>X²</u>	<u>P</u>	<u>Remarks</u>
Business		88				
Education	60					

Technical Education	2	13				
Home Economics	6	14	1	13.08	0.02	Reject H ₀
Agriculture Education	27	36				
Fine and Applied Arts	24	73				
	119 (34.7%)	224 (65.3%)				

Source: Field Survey, 2022

Table 7 presents the chi-square results on the relationship among departments on the impact of youth empowerment programmes on wealth creation ($\chi^2 = 13.077$, $df = 1$ and $p = 0.02$). Since $p = 0.02 < 0.05$ level of significant, it implied that the null hypothesis (H_0) was rejected. The researcher therefore concluded that there was significant relationship among departments in vocational and technical education on the impact of youth empowerment programmes on wealth creation in Nigerian labour market.

Discussion of Findings

On the roles of youth empowerment programmes for wealth creation, the result in Table 2 revealed that provision of equal opportunity and access to gainful employment either government or self-employment ($x=3.16$), encourages productivity growth and advancement ($x=2.59$), open doors for job transfer ($x=3.20$), opportunity for networking and professional qualification ($x=2.62$) poverty reduction, jettison vices and enhance peace, stability and development ($x=2.88$), encourage skills acquisition among youths by providing vocational/professional and technical training ($x=3.50$), generating employer of labour (mentoring) and creating entrepreneurial spirit in students ($x=3.59$), empowers students with relevant and employable skills ($x=3.99$), development of valuable links between the organization and local schools, community and voluntary sector organizations ($x=3.01$) and lower staff turnover and fewer skills-related vacancies ($x=3.22$) were rated excellent by the respondents. This is in consonance with the previous study of Charles, Oluwasefunmi and Dolapo (2019) who asserted that youth empowerment programme was designed to equip the youth with the required orientation to work for themselves and play a role in which they can shape their lives under existing and future conditions.

An average mean value of 3.18 was also recorded on the role of youth empowerment programmes for wealth creation. It implies that the roles of youth empowerment

programmes for wealth creation in Nigeria labour market have not done badly. On research question 2, the findings as shown in table 3 revealed that the establishment of small business schools where interested students and community members can participate ($x=3.80$), development of entrepreneur internship programme by matching students with locally successful entrepreneurs for clearly stated education programmes ($x=3.86$), establishment of enterprise college aimed at fostering the specific skills required for wealth creation ($x=3.25$), among others are the strategies for promoting youth empowerment programmes for wealth creation in Nigerian labour market. An average and very positive mean rating of 3.28 was also recorded. This finding is in agreement with Ekong and Ekong (2016) who noted that provision of adequate funding, effective equipment and teaching materials for vocational skills centers, incorporation of school workbased industrial attachment in Vocational and Technical Education curricula for wealth creation among others are the strategies for promoting youth empowerment programmes and vocational skills acquisition for wealth creation. It is noteworthy that the strategies put up by Nigerian governments and private bodies on youth empowerment have influenced youth positively, though there is still much to be done.

The findings in table 4 revealed that youth empowerment programmes reduce the rate of youth unemployment ($x=3.39$), increase the involvement of youth in governance ($x=3.16$), improve the level of confidence the youths have in government ($x=2.60$), increase the standard of living of youth ($x=3.20$), reduce youth level of involvement in crime ($x=2.87$), enhance socio-economic development ($x=3.01$), reduce high poverty rate for wealth creation ($x=3.22$), enhance training and skills development ($x=2.88$) and redistribution of income ($x=3.80$), and promotion of selfemployment and self-reliance ($x=3.87$). This finding also agree with Nanjwan, Eke and Plang (2019) who identified the impact of vocational skills acquisition as the promotion of selfemployment and self-reliance, increases employment opportunities, improves standard of living and create equality in the society for wealth creation. The average mean rating of 3.20 also attested to it in this study.

In addition, result in Table 5 revealed that poor knowledge based economy and low spirit of competition ($x=3.50$), lack of vocational teachers, materials and equipment ($x=3.59$), poor business environment ($x=3.99$), poor societal attitude to Technical and Vocational Education development ($x=3.59$), insensitivity of government to enterprise creation and expansion strategy ($x=3.56$) among others are the challenges of youth empowerment programmes and vocational skills acquisition for wealth creation. This finding corresponds with the findings of Abdul-Kahar

(2015) who affirmed that inadequate parental care, lack of students' intention in sitting business, lack of trained personnel and inadequate resources are the major challenges of youth empowerment programmes and vocational skills acquisition for wealth creation. The average mean rating of 3.39 recorded on table 5 in this study clearly show that youth

empowerment efforts in Nigeria are still bedeviled with the identified challenges affecting their attempts to create wealth in the labour market.

On the test of significance of the impact of youth empowerment programmes for wealth creation, as responded by the male and female vocational and technical education students, table 6 revealed that there was no significant relationship between male and female vocational and technical education students on the impact of youth empowerment programmes for wealth creation in Nigerian labour market. Therefore, the null hypothesis was accepted. It means that they have relative opinion but positive responses to the impact of empowerment programmes on wealth creation (table 4 and table 6 respectively). Still the responded on high impact rate was just 36.7% compared with a low impact rate of 63.3%.

Moreover, the second hypothesis on the impact of youth empowerment programmes for wealth creation among departments in vocational and technical education in Nigerian labour market was rejected. The findings therefore showed that there was significant relationship among departments in vocational and technical education on the impact of youth empowerment programmes on wealth creation in Nigerian labour market. A high impact rate of only 34.7% and a low impact rate of 65.3% were recorded for the students' responses in all the vocational and technical educational departments. The findings put together imply that there are still much to be done on youth empowerment programmes implementation in tertiary institutions for wealth creation in Nigerian labour market especially in the Colleges of Education which are part of the tertiary institutions producing manpower for the sustenance of Nigerian economy at large

Conclusion

This study has empirically examined youth empowerment matters in respect of empowerment programmes, which are indeed antecedents for wealth creation. The responses of the vocational and technical education students on how empowerment programmes have contributed to wealth creation are noteworthy. Still, the below average impact recorded and the challenges affecting Nigerian youths to adequately create wealth in the labour market are clear indications that all hands must be on deck by concerned stakeholders to rise up and address youth empowerment matters for better re-positioning of the teeming youths for wealth creation in Nigerian labour market. The outcome would add both economic and social values to the individuals and the entire citizenry if progressive steps are speedily taken by the stakeholders of education as well as private sectors and community people in Nigerian society.

Recommendations

The following recommendations were put forward:

1. More vocational skills centres should be built at strategic locations in all existing local governments to accommodate more youth for skill acquisition in various vocational trades.
2. Government should also encourage private bodies, non-governmental organizations and religious bodies to engage in the business of vocational skills empowerment of youth to complement its efforts for optimum wealth creation.
3. Constant sensitization of all and sundry on the values inherent in vocational trade subjects through seminars, workshops, associations, mass media and other relevant awareness would further promote the interest of community youth in skill-based career choice, vocational trade subjects inclusive.

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