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**Impact Analysis of Business and Engineering Skills Training
(BEST) Center on the People Life of Yobe State, Nigeria**

BY

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Thesis submitted in partial fulfilment of the requirements of the degree of Master of Science in
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The thesis titled “Impact Analysis of Business and Engineering Skills Training (BEST) Center on the People Life of Yobe State, Nigeria” submitted by Umar Mohammed Umar, student No. 161031204 of the academic year 2017-2018 has been found satisfactory and accepted as partial fulfilment of the requirement for the degree of Master of Science in Technical Education on October 2018.

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Declaration

This is to certify that the work presented in this thesis is the outcome of the investigation carried out by **Umar Mohammed Umar** under the Department of Technical and Vocational Education (TVE), Islamic University of Technology (IUT), Gazipur, Bangladesh. It is hereby declared that this thesis/report or part of it has not been submitted elsewhere for the award of any Degree or Diploma

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Dedication

I dedicated my thesis work to my parents and family members for their encouragement, wisdom and uncountable assistance which keeps me stay strong and focused throughout the period of the program.

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List of Acronyms

BEST:	Business and Engineering Skills Training
CMD:	Centre of Management Development
EDC:	Entrepreneurship Development Center
EDP:	Entrepreneurial Development Programs
GIS:	Graduate Internship Scheme
MSMEs:	Micro, Small & Medium Enterprises
NDE:	National Directorate of Employment
NRDSS:	Nigeria Rural Development Sector Strategy
NERDC:	Nigerian Educational Research and Development Council
NIDB:	Nigeria Industrial Development Bank
NYSC:	Nigeria Youth Service Corps),
NUC:	Nigerian University Commission
NEEDS:	National Economic Empowerment and Development Strategy
NOAS:	National Open Apprenticeship Scheme
NGOs:	Non-governmental organizations
NECA:	Nigerian Employer's Consultative Association
NBCI:	Nigerian Bank for Commerce and Industry
SPSS:	Special Package for Social Statistic
SMEDAN:	Small and Medium Enterprise Development Association of Nigeria
SMEEIS:	Small and Medium Enterprises Equity Investment Scheme
SURE-P:	Subsidy Reinvestment and Empowerment Program
TVET:	Technical and vocational education and training
TE:	Technical Education
UNESCO:	United Nation Educational Scientific and cultural organization
USA:	United State of America
UK:	United Kingdom
YouWIN:	Young Entrepreneur, the Youth Enterprise with Innovation in Nigeria
WFYP:	Work for Yourself Program

Abstract

In Yobe state of Nigeria there are about 11 skills acquisition training centers which are called Business and Engineering Skills Training (BEST) centers. Therefore, this study is designed to investigate the impact of these skills training centers (their current status and impact on the society)

This study employed a quantitative method and a descriptive in nature. A structured questionnaire based on five-point Likert scale was used as a data collection tool. Sample of this study were 3 BEST centers out of 11 within the region where respondents includes the administrator, teachers, students and community members. The collected responses were tabulated, analyzed and interpreted based on weighted average with help of SPSS software. The findings revealed that majority of respondents agree that the BEST Centers has impact of Yobe state people's life.

Table of Contents

Declaration.....	iii
Dedication.....	iv
Acknowledgement.....	v
List of Acronyms.....	vi
Abstract.....	vii
Table of Contents.....	viii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the study.....	1
1.2 Statement of Problem.....	2
1.3 Objectives and research questions.....	3
1.5 Significance of the study.....	3
1.6 Scope of the study.....	4
1.7 Delimitation of the study.....	4
1.8 Definition of terms.....	4
1.9 Organization of the study.....	5
CHAPTER II REVIEW OF LITERATURE LITERATURE.....	6
2.1 Introduction.....	6
2.2 Development of TVET entrepreneurship in Nigeria.....	7
2.3 Youth employment and vocational skills.....	8
2.4 TVET in the curriculum program.....	9
2.5 Support from Government.....	10
2.6 Benefits of TVET program in Nigeria.....	11
2.7 Conclusion.....	12
CHAPTER III RESEARCH METHODOLOGY.....	13
3.1 Introduction.....	13
3.2 Methodology.....	13
3.3 Research design.....	13
3.4 Research scope.....	14
3.5 Population and sample size.....	14
3.6 Source and collection of the data.....	15

3.7	Analysis of data	16
3.8	Validity of the data.....	17
3.9	Ethical issues	17
CHAPTER IV ANALYSIS AND INTERPRETATION OF DATA		18
4.0	Introduction	18
4.1	Analysis of objective 1.....	18
4.2	Analysis of objective 2.....	20
4.3	Comparison between the categories.....	22
CHAPTER V DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION.....		34
5.1	Introduction	35
5.2	Discussion on Findings	35
5.2.1	Objective one	35
5.2.2	Objective two	36
5.3	Recommendation.....	36
5.4	Conclusion.....	37
References		38
Appendix A.....		40
Appendix B.....		41

List of tables

Table 1: Unemployment rates in Nigeria’s States.....	9
Table 2: Population and Sample Techniques	15
Table 3: Five points Likert scale	16
Table 4: Weighted Average Base on Five Points Likert Scale.....	16
Table 5: Showing the importance of BEST curriculum in Yobe.....	18
Table 6: Shows availability of Resources	19
Table 7: Employment opportunities.....	20
Table 8: showing living and income of Graduates.....	21
Table 9: Comparison of the categories	22
Table 10 the weighted average for each teacher in respect of curriculum.....	23
Table 11 the weighted average for each student in respect of curriculum.....	24
Table 12 the weighted average of each community member in respect to curriculum.....	25
Table 13 the weighted average of each teacher in relation to Availability of resources.....	26
Table 14 the weighted average of each student in respect to Availability of resource.....	27
Table 15 the weighted average of each Community member in respect to Availability of resource.....	27
Table 16 the weighted average of each teacher in respect to Employment.....	28
Table 17 the weighted average of each Student in relation to Employment.....	29
Table 18 the weighted average of each Community Member in relation to Employment.....	30
Table 19 the weighted average of each teacher in relation to income and living.....	31
Table 20 the weighted average of each teacher in relation to income and living.....	32
Table 21 the weighted average of each Community Member in relation to income and living.....	33
Table 22 comparison of the categories.....	33

CHAPTER I INTRODUCTION

1.1 Background of the study

Technical and vocational education and training (TVET) refers to education and training that prepares persons for gainful employment (Finch and Crunkilton 1999). In other words, TVET refers to deliberate interventions to bring about learning which would make people more productive in designated areas of social life such as economic sectors, occupations, specific work tasks. In this regard, a number of technical and vocational institutions are already established in different states of Nigeria to improve the people life. Yet, the alarming rate of unemployment and poverty spurred the Nigerian government into developing a policy framework for youth entrepreneurship education. This resulted in the birth of the National Directorate of Employment (NDE) in 1986 and the Work for Yourself Program (WFYP) in 1987. Both programs provided training and financial support to entrepreneurs. The NDE grooms unemployed youths and retired persons in vocational skills, entrepreneurship/business development, labor-based works, rural employment promotion and job placement guidance and counseling. The NDE includes core four programs such as: youth employment and vocational skills development program agricultural employment programs and the small-scale industries and graduate employment scheme and Special Public Works programs (Nigeria Rural Development Sector Strategy Main Report, 2004).

The development of any nation depends on the strength of its education sector and it should be given to both genders (men and women) in order to have an equal sharing of opportunity in the aspect of skills acquisition. It shows that the national development and economic growth will be achieved through training, acquisition and utilization of relevant skills by the people is very essential for a nation (Usman, 2012). Vocational and Technical Education is playing a crucial role in imparting knowledge and skills to youth in order to be self-reliant with good moral and intellectual attitude (Dokubo, 2010). Observed that these programs could be planned to take care of the needs of the teeming unemployed youth and adult aspiring to own small-scale business and those wishing to take up employment in both the private and public sector of the economy. Ezeji (2005) disclosed that there had been a lot of youth restiveness, militancy and other social

VICES that would have been averted in Nigeria if appropriate technical skills were inculcated into these youth. Therefore, the problem unrest among youth, unemployment and other socially undesirable behaviour such as; political thuggery, armed bandit, armed robbery, kidnapping, begging etcetera. That could be associated with a lack of acquisition of technical and vocational skills, should have been a history.

To minimize the above issues, the government established BEST centers formally known as Vocational Training Center. The BEST centers have trained a number of people with the objective to empower and improve their lively hood. The quest of this research is therefore to investigate the impact of the BEST institutions and their current status. According to Paul (2005), the objectives of entrepreneurship education include to (a) Offer functional education to youth to make self-employed and self-reliant; (b) Provide youth graduates with adequate training to them creative and innovative in identifying novel business opportunities and establish a career in small and medium scale businesses; (c) reduce high rate of poverty and rural-urban migration; (d) Create employment and serve as a catalyst for economic growth and development among others.

The aim and objective of all education in Nigerian traditional society was job orientation and character training. In order to guarantee orientation of job, members of traditional society run apprenticeship system of vocational training (Okoh & Guang, 2000). But further said that, mostly children are not in most cases trained directly by their parents, rather they resent to relatives or master craftsmen (Okoh & Guang, 2000). The idea behind this is to ensure discipline and concentration in the trade to be learnt. The apprenticeship system was therefore, a part of a wider education process by which the members of the indigenous society of Nigeria in this case pass on or transmit their cultural heritage from one generation to another. The skills and training inculcated at that period to young people are farming, animal rearing and care, fishing weaving, carving, smithing, boat making, priests, shrine keepers (Okoh & Guang, 2000). This study is going to investigate how the established BEST centers catering the need of Yobe State people.

1.2 Statement of Problem

A number of technical and vocational institutions are established in different states of Nigeria to improve the people life. Yet, the alarming rate of unemployment and poverty spurred the

Nigerian government into developing a policy framework for youth entrepreneurship education. National Bureau for Statistics (Statistics, 2009) shows that 27.3% of Yobe state peoples are unemployed. To improve the situation the state has been established BEST centers, which were formally known as Vocational Training Center, to reduce/eradicate the number of unemployment by providing a skills acquisition program which will make them self-reliant. BEST centers provide necessary infrastructures, tools and materials in terms of preparing peoples to become self-reliant through one-year skills training in different field of specialization such as: Building Construction, Computer Applications Electrical installation, Mechanical engineering, Wood work Technology, Fashion and Design, Dying and textile and Home management.

As the Nigerian government are considering the BEST centers as the core program to reduce unemployment and poverty, it is important to investigate how these centers are contributing to the people's life. Therefore, this study attempts to investigate how the government facilitating the BEST centers to help people for the required skills acquisition and how these centers affect the Yobe state peoples' life.

1.3 Objectives and research questions

The objective of this study is to investigate how the BEST centers are contributing to the society and how the teachers and students are utilizing it and whether they are satisfied with the way and manner these BEST CENTERS are operating. In this regard, the following research questions are used as the guide lines to achieve the objectives. The research questions are-

1. What are the current practices of BEST centers in Yobe state?
2. How do these centers influence people life in that region?

1.5 Significance of the study

This study can contribute in several ways to the field of TVET in the Nigerian context. It will play a crucial role in helping to develop policies and application of different vocational skills through the BEST centers. It can also make aware of the Yobe state people about the role of vocational and technical education (TVET) in the empowerment and enhancement of people life in the selected area of Yobe state.

This study will enable the concerned authority to identify the success and failure, and strength and weakness of human and material resources being spending on the concerned area of study. This research will assist the concerned authority of Yobe state government to formulate the necessary policies and steps to make the BEST centers more people oriented.

This study will discuss the status of TVET in Yobe state which is of very important because along the line, the area of strength and weakness will be identified. This research also will look in to the current trend development of TVET and lastly, on how the impact of TVET can be improved in the chosen context.

1.6 Scope of the study

The study focuses on the current status of the eleven BEST centers Yobe state. Of the eleven, three institution were selected to investigate the current status in terms of does the curriculum meets the requirement of the society, is there availability of human and material resources in the BEST centers and are there availability of BEST centers in the region to serve the community. Moreover, the study is meant to identify the impact of BEST centers to the society in terms of employment, income and living.

1.7 Delimitation of the study

The delimitations of the study are; The data gathering is not easy, and the study is limited to the area of Yobe state only.

1.8 Definition of terms

BEST centers are skill acquisition Educational institution in Yobe state that providing necessary infrastructures, tools and materials in terms of preparing peoples to become self-reliant through one-year skills training in different field of specialization such as: Building Construction, Computer Applications Electrical installation, Mechanical engineering, Wood work Technology, Fashion and Design, Dying and textile and Home management.

1.9 Organization of the study

This chapter consists of five chapters where chapter one covers the background of the study, the statement of problem, objective, research question, the significance of the study, scope, delimitation of the study and definition of terms. Chapter two reviews the related literature which is focused on the impact of TVET on people's life and current status of TVET in Yobe state, Nigeria. Chapter three covers the research methodology, the design of the study, research instrument and its validity; data collection procedures and data analysis techniques. Chapter four covers the data analysis and description of findings based on the questionnaire returned. Chapter five provides a summary of the findings, discussion, conclusion and recommendation.

CHAPTER II REVIEW OF LITERATURE LIERATURE

2.1 Introduction

According Vocational and Technical Education explained and established linkages with career education for the increasing population, there is a need to innovate a new way of publicizing VTE curriculum. (Ekpenyong, 2011) said that the confusion surrounding the meaning of the term (VTE) can easily be traceable to be different interpretation attached to them. Most of the times, where terms are used conjointly, some individuals (scholars) view `vocational` to mean business subject or studies, and `Technical` to mean technical subject or studies. In view of the above assumption, TVE will be defined as viewed by various authors.

(Okoh & Guang, 2000) said UNESCO defines Vocational and technical educations as education designed to prepare skilled personnel at lower level of qualification for a one or group of occupations, trade or jobs. Okoh (2000) also views vocational education as part of the total experience of the individual whereby he/she learns successfully how to carry on a gainful occupation which involves the development of skills, knowledge and attitudes required for success in the occupation. VTE play a crucial role in technological advancement and achievement of any country on the earth.

According to National Policy on Education (2004), the following are the purpose of TVET as: (i) To enable individuals acquire vocational and technical skills; (ii) to expose the individuals to career awareness by exposing useable options in the world of work; (iii) to enable youth acquire an intelligent understanding of the increasing complexity of technology, and (iv) to stimulate creativity.

The challenges to the promotion of entrepreneurship education include: inadequate capital, unstable macro-economic environment, risk adversity of people, low infrastructural development etc.(Arogundade, 2011) (Odia & Odia, 2013) Unachukwu (2009) identifies the challenges to entrepreneurship education in Nigeria to include: finance, manpower and education, data, inadequate infrastructures and entrepreneurial attitude. She advocates the need for entrepreneurial education for the youth.

According to Nigerian Educational Research and Development Council (NERDC) 2008, VTE can be defined as: to provide trained manpower in applied science, technology, commerce particularly at sub -professional grades; to provide technical skills necessary for agricultural, industrial, commercial and economic development; to give an introduction to professional studies in engineering and other technologies; to give training and improving the necessary skills leading to production of craftsmen, technical and other skilled personnel who will be enterprising

and self-reliant; to enable young men and women to have intelligent understanding of the increasing complexity of technology.

(Osuala, 1981) revealed that the colonial government anticipated that technical and vocational education if established, would speed up the agitation for political independence since this type of education would produce middle and high-level skilled personnel that would eventually occupy the position in industries and other sectors of the economy that will accelerate the country's technological development. (Garuba, 2004) said that education generally plays a critical role in the life of humans, because it presents a solid vehicle for human transformation and empowerment of individuals and the society. Vocational education in particular, is an instrument of empowerment that seeks to provide the adults with the skills required for sound social living

2.2 Development of TVET entrepreneurship in Nigeria

The first graduate course in entrepreneurship was offered at Harvard University by Professor Miles Mace in 1947 (Odia & Odia, 2013)(Katz, 2003, (Filatotchev, Buck, & Wright, 1992) observes that entrepreneurship has been one of the fastest growing disciplines in the U.S.A in 1990s. Indeed by the wake of the 21st century, as many as 1600 universities in the North America were found to be offering different courses in entrepreneurship when compared to merely two dozen in the 1970s (Inegbenebor, 2005) In the U.K, the first few courses in entrepreneurship were launched in 1980s together with the UK's first initiative for enterprise in higher education (Matlay, 2005)(Elton, 1991, Kirby 1989 & 2005, Volkman, 2004). The growth of entrepreneurship education and the subsequent inclusion of the discipline into the curricula of universities in United Kingdom have been attributed to the sheer need to serve the innovation need of businesses and to produce graduates with transferable skills for businesses. It was until 1970's that Nigeria fully conceptualized the notion of transferable skills through TVET(Akanbi, 2017).

According to (Odia & Odia, 2013)(Ekanem, 2005), the history and development of entrepreneurship in Nigeria started in the 1960s. This is confirmed by some of the earlier studies such as (Schatz & Edokpayi, 1962) Harris (1969), Olakanpo (1968) and Akeredolu-Ale (1975). Therefore, the concept of entrepreneurship development in Nigeria is not entirely new. Since the 1970s, several government agencies and institutions in the country have been engaged in different aspects of fostering entrepreneurship and skills acquisition, though with short-lived and varied successes. For instance, Entrepreneurship Development Center (EDC), Centre of Management Development (CMD), National Directorate of Employment (NDE), former Nigeria Industrial Development Bank (NIDB), Nigerian Bank for Commerce and Industry (NBCI), Nigerian University Commission (NUC), Nigeria Youth Service Corps (NYSC), National Economic Empowerment and Development Strategy (NEEDS), National Open Apprenticeship Scheme (NOAS) and the Small and Medium Enterprise Development

Association of Nigeria (SMEDAN), Small and Medium Enterprises Equity Investment Scheme (SMEEIS) among others have programs for entrepreneurship development and skills acquisition in Nigeria. SMEDAN was established by the small and medium industries development (Analoui & Karami, 2003) Act, 2003 to promote the development of the Micro, Small & Medium Enterprises (MSMEs) sector of the Nigerian economy and their access to resources required for their growth training and development. SMEEIS is the banking industry's contribution to the Federal Government's efforts towards stimulating economic growth, developing local technology and generating employment through adequate entrepreneurial development policies. Besides some State and Local Governments entrepreneurial and skill acquisition efforts, the Subsidy Reinvestment and Empowerment Program (SURE-P), the Young Entrepreneur, the Youth Enterprise with Innovation in Nigeria (YouWIN) and the Graduate Internship Scheme (GIS) programs of the Federal Government in 2012 are meant to promote entrepreneurship skills and reduce unemployment in Nigeria.

Other entrepreneurial development agencies include government sponsored Entrepreneurial Development Programs (EDP), various shades of non-governmental organizations (NGOs) and Nigerian Employer's Consultative Association (NECA) initiatives. The menacing problem of unemployment and poverty spurred the Nigerian government into developing a policy framework for youth entrepreneurship education. This resulted in the birth of the National Directorate of Employment (NDE) in 1986 and the Work for Yourself Program (WFYP) in 1987. Both programs provided training and financial support to entrepreneurs. The NDE grooms unemployed youths and retired persons in vocational skills, entrepreneurship/business development, labor-based works, rural employment promotion and job placement guidance and counselling.

2.3 Youth employment and vocational skills

The NDE includes core four programs such as: youth employment and vocational skills development program agricultural employment programs and the small-scale industries and graduate employment scheme and Special Public Works programs (Nigeria Rural Development Sector Strategy Main (E. Ite, 2004) Report (Thaddeus, 2012) argues that several policy interventions in Nigeria that were aimed at stimulating entrepreneurship development via small and medium scale enterprises failed and advocated a more inclusive approach. (Odia & Odia, 2013) argues that improper orientation of youths, weak institutional capacity, lack of social safety nets policy, disconnect between academic qualifications and work process and improperly-focused budgetary provisions were some of the challenges responsible for the failure to achieve the objectives of the various schemes.

(Maigida, Saba, & Namkere, 2013) TVET can be described as any form of education whose primary purpose is to prepare beneficiaries for gainful employment in an occupation or group of occupations. (Uddin, 2013) defined TVET as a form of education that primarily concern the

development of occupational skills needed in an individual as a preparation for work. It is a form of education which promotes the dignity of labor by entrenching work as the goal of education.

The youth needs exposure in practical entrepreneurial work experience in order to be proficient in their chosen career and be useful to themselves and society. Entrepreneurship which is a planned effort undertaken by an individual or individuals, institutions or agencies to develop the required competencies in people that can easily be addressed through vocational options (J.F (Maigida et al., 2013) The world of today is becoming more diverse and sophisticated but most of the developing countries are facing difficulties in term of employment, many youths nowadays are suffering from the cancer of unemployment. This problem is still hampering many sectors in Nigeria in term of youth employment. According to the research finding in (Okafor, 2011) from the National Bureau for Statistics shows the rates of Unemployment in Nigeria's States. The table below shows the Unemployment rates in Nigeria's States:

Table 1: Unemployment rates in Nigeria's States

State	Rate (%)	State	Rate (%)	State	Rate (%)
Abia	14.5	Ekiti	20.6	Nasarawa	10.1
Adamawa	29.4	Enugu	14.9	Niger	11.9
AkwaiBom	34.1	Gombe	32.1	Ogun	8.5
Anambra	16.8	Imo	20.8	Ondo	14.9
Bauchi	37.2	Jigawa	26.5	Osun	12.6
Bayelsa	38.4	Kaduna	11.6	Oyo	14.9
Benue	8.5	Kano	27.6	Plateau	7.1
Borno	27.7	Katsina	37.3	Rivers	27.9
Cross River	14.3	Kebbi	12.0	Sokoto	22.4
Delta	18.4	Kogi	19.0	Taraba	26.8
Ebonyi	12.0	Kwara	11.0	Yobe	27.3
Edo	12.2	Lagos	9.5	Zamfara	13.3

2.4 TVET in the curriculum program

The NPE highlight the Nigeria's desired to achieve national goal through quality education, hence the need for acquisition of appropriate skills and competence both mental and physical as

equipment for the individual to life and to also contribute to growth of the society. Thus, no society can develop to appreciable level without relevant functional and technological based TVET program. In Nigeria, the need for TVET cannot be overstressed. Hence, (Maigida et al., 2013) opined that Technical Vocational Education and Training should be included in the curriculum program of all school beginning from the time a child enters the primary school till his/her graduation from the university. This would help develop enough skills in their chosen occupational skills so as to help them obtain and hold employment on graduation. It important for Post-secondary Vocational Education in Colleges of Technology, Polytechnics and Universities to make provisions that would ensure that students who offer vocational courses in secondary schools are given the opportunity to increase their level of skill through further training. TVET provides various opportunities for discovering and developing the individual's potentials for work. Accordingly, (Oziengbe, 2009) opined that TVET has a broadening effect, which motivates learners to be more exploratory, realize their capability and develop their potentials for success in the workplace. In TVET, the youth undoubtedly would have the opportunity of being productive and become useful to themselves and the society.

J. F. Maigida (2013). There is nothing that says the youth must be consigned to lives without work. Youth unemployment can be tackled. Every young person could be given the chance that previous generations took for granted. Together, we can help the young people get the jobs on which their future-and those yet unborn depends. This can be achieved through informal sector in which all stake holders are involved by way of lending their support to informal sector to ensure that it is not downtrodden. This can be achieved through entrepreneurship training in Technical Vocational Education and Training.

(Okolocha, 2012) said that the success of vocational technical education program in Nigeria hinges on proper planning, efficient implementation, adequate funding and motivation. The three tiers the government needs to re-access and reinforce the implementation of the VTE policies.

2.5 Support from Government

According to (Odia & Ogiedu, 2013) The present state of entrepreneurship education in Nigeria mark by under-funding, negligence, lack of political will, support and investment by government and corporate bodies to invest in education cannot produce graduates who are employable or having the ability employ others. Given the various challenges the facing the country and her teeming unemployed graduates of tertiary institutions and professionals today, the sure remedy is not only the possession of certificates but the development of entrepreneurial skills which could help them identify and take advantage of the numerous business opportunities.

(Education, 2004) explained that technical vocational education has different aspects of the educational process, in addition to general education, that involves the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The document further

believes that TVET to be an integral of general education, a means of preparing for occupational fields and for effective participation in the world of work; an aspect of life-long learning and preparation for responsible artisanship; an instrument for prompting environmentally sound sustainable development and a method of poverty alleviation. Technical education in the opinion of (Umosen, 2011) is the Education designed to prepare technicians for industries, agriculture, commerce, home economics, which is usually provided that the senior secondary or lower tertiary level. This definition seems to be more specific on those jobs or areas that technical education prepares one for while Vocational Education seems to prepare people for all kind of job or work. Specifically, the growing attention is now the entrepreneurship through youth empowerment.

Fry (1992) observes that entrepreneurship has been one of the fastest growing disciplines. Indeed, by the wake of the 21st century, as many as many educational institutions across the world were found to be offering different courses in entrepreneurship (Inegbenebor, 2005) The growth of entrepreneurship education and the subsequent inclusion of the discipline into the curricula have been attributed to the sheer need to serve the innovation need of businesses and to produce graduates with transferable skills for businesses. According to (Ekanem, 2006) the history and development of entrepreneurship in Nigeria started in the 1960s. This is confirmed by some of the earlier studies such as Schatz and Edokpayi (1962), (Odia & Odia, 2013) Harris (1969), Olakanpo (1968) and Akeredolu-Ale (1975). Therefore, the concept of entrepreneurship development in Nigeria is not entirely new. Since the 1970s for example, several government agencies and institutions in the country have been engaged in different aspects of fostering entrepreneurship though with short-lived and varied successes. In this direction Nigerian Government introduce the many TVET institutions aka BEST centers to empower peoples' entrepreneurship skills so that they become self-reliant, specifically they focus youth empowerment through these centers.

2.6 Benefits of TVET program in Nigeria

(Casanova, 2007; Union (2007)) identify the immense benefit of this type TVET centers to younger generation, specifically for those who are poor and those that remain helpless in a society. In Nigerian perspective, TVET remains a great tool for youth empowerment that brings about effective economy of a nation (Okoye & Arimonu, 2016). A report findings from (Nuru, 2007) opined that changes in any nation's economy is required to prepare young people for the jobs of the future of which technical and vocational education have crucial roles to play 30(Mulder, Weigel, & Collins, 2007)May (2007). TVET have indisputable impacts on national development which is understood as associated with a range of socio-economic imperatives that include challenges of poverty and unemployment. Lack of sustainable educational policies is a major factor in the shortage of manpower in TVET, especially trained teachers in Nigeria (Nwachukwu & Yaba). It has also shown that, Technical and vocational education and training (TVET) has been universally acknowledged as a very viable strategy for tackling the problem of youths'

unemployment. It could empower youths with relevant vocational skills for paid or self-employment.

However, the implementation of TVET in Nigeria is plagued by numerous challenges (Ogbunaya & Udoudo, 2015). (A. George (2012); E. George & Oseni, 2012) Reported that economic growth and national development has downed among the policy makers in many African countries and within the international donor community. James Reported that vocational education in Yobe state lacked the requirements to provide the needed technical knowledge and vocational skills that will equip the graduates to establish businesses after graduation. Provision of vocational subjects on the curriculum is not enough, it has to be backed up with qualified teachers and teaching materials and equipment if the desire to reduce or eradicate unemployment at all levels is to be achieved in Nigeria.

2.7 Conclusion

Despite these challenges, A. George (2012) observed that it can be delivered at different levels of sophistication meaning that TVET can respond, not only to the needs of different types of industries, but also to different training needs of learners from different socio-economic and academic background and also prepare them for gainful employment and sustainable livelihood. It can also assist Nigerians to acquire the necessary skills and competence for practicing an occupation(Arikpo, 2007) Contributing further on the advantage of Vocational Education, (Osunde & Omoruyi, 2004)Omoruyi and Osunde (2004) remarked that, it is capable of ensuring gainful employment in the low socio-economic society. (Nwojiewho & Chidinma, 2014) Akinelu (1989), also stressed that Vocational Education programs can empower adult people of the society. In considering these benefits found in the literature, this study attempts to investigate how the vocational training centers aka BEST centers in Yobe state can facilitate Nigerian people and their youth in the empowerment of business and self-reliance.

CHAPTER III RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in carrying out the research. It described the research design, research participant, sample and sampling techniques, research instrument, the validity of the instrument, method of data collection and data analysis procedure. In this study, a quantitative survey method was employed. Data were collected from 60 participants using questionnaires analyzed and interpreted using a weighted average.

3.2 Methodology

In this study, a quantitative research method was employed for collecting and interpreting the data. The reason for employing a quantitative way of data collection is because of its application in terms of data gathering in this study due to its nature. Also, data gathered can be numerically measured using statistical tools resulting in sharp unambiguous findings.

The researcher reviewed all the related literature to develop research questions. In order to get the answers to the research questions, a well-designed questionnaire was developed which has been discussed later in this chapter. The participants (teachers, students and community members) of this study were randomly selected from 3 BEST centers from Yobe state, Nigeria.

3.3 Research design

In order to analyse the impact of BEST centers on the livelihood of the people in Yobe state (Nigeria), three BEST centers were selected out from eleven BEST centers distributed within the whole state making up to 30% of the total population of the centers.

Following the selection of the BEST centers a questionnaire was designed and distributed to select the staff of the BEST centers including principals and selected teachers. In addition, the questionnaire was distributed to selected students and community members.

On the return of the questionnaires, a quantitative analysis was performed, and results presented for interpretations using descriptive statistics

3.4 Research scope

The research was conducted in Yobe state in Nigeria, to evaluate the impact of BEST centers on the livelihood of the people. Generally, there are three zones in Yobe states, each of the zones has at least three centers. This research work was conducted in three BEST centers, selecting one from each zone at random. By the time of the study, the following BEST centers were selected: BEST center Geidam from Zone A, BEST center Nangere from Zone B and BEST center Jajimaji from Zone C.

3.5 Population and sample size

Due to the natures of the schools and teachers' populations, only 60 respondents were participated in the study, where (20) would be TVET teachers, (20) students and (20) community people from 3 different selected BEST centers.

As the study is mainly focusing on analysis on the impact BEST centers on the people of Yobe state, therefore all participants will be required to be TVET teachers, students and the community members. The reason for selecting 3 different BEST centers in Yobe state is to ensure a broader coverage of BEST centers programs and to provide a wide range of variation in selection of participants. In this study, the researcher has mainly focused on all skills acquisition programs offering in Yobe state BEST centers. The researcher will select 20 participants from a particular BEST center comprising of TVET teachers, student pursuing skills training and community members. Participants will be selected basing on the following characteristics: the participants need to be fluent in English in such a way that he/she can read the questionnaire and understand; the participants need to be teaching any of the TVET courses, students pursuing any of the programs and peoples living within the community; the participant needs to be currently teaching in the selected area, a TVET students studying in Yobe state BEST centers and peoples who are living within near the BEST centers in Yobe state. A random sampling will be used to select the sample of the population as it is easy to conduct, and the sampling technique ensure that every

person has the equal chance of being selected for the study. The following table illustrates the number of participants and sampling technique.

Table 2: Population and Sample Techniques

Item	Sample Size	Sampling Method
No. of zones	Three zones	None
No. of BEST centers	3 (1 BEST center per zone)	Purposive
No. of teachers	24 (8 from each selected BEST center)	Random
No of students	18 (6 from each selected BEST center)	Random
No. of community members	18 (6 from each selected BEST center)	Radom

3.6 Source and collection of the data

Here, a questionnaire was developed listing numerous options for the respondent to make their own choice based on their practice, feeling, observation and experiences with the BEST centers. The questionnaire was sent through email to a professional colleague in Nigeria who has research experience and administered directly to the respondents in the selected schools from which the required data were collected.

The questionnaire included several key factors such as how the skills training program offered by BEST centers helping students and teachers, are teachers well trained and experienced, are the students really ready to learn, do the students apply what they have learned in to practice to be self-reliant after graduation, do BEST centers meet the expectations of the people of the community in Yobe state etc.

The data were sent back to the researcher through WhatsApp which is one of the social mediums of sending and receiving information at the same time. The questionnaire response was structured in five (5) point Likert scale as stated below:

Table 3: Five points Likert scale

Likert scale	Points
Strongly Agree SA	5
Agree	4
Undecided U	3
Disagree D	2
Strongly Disagree	1

3.7 Analysis of data

Data collected from the respondents through questionnaire were analyzed and tabulated in the form of frequencies and percentages also each table tabulated was followed by its detail interpretation. The quantitative method of data analysis was used, where the weighted average was used to find out the significance of the difference of data obtained. SPSS version 20 was used for analyzing and interpreting the data.

Table 4: Weighted Average Base on Five Points Likert Scale

Weighted Average	Responses
$5 \geq WA > 4.5$	Strongly Agree SA (5)
$4.5 \geq WA > 3.5$	Agree A (4)
$3.5 \geq WA > 2.5$	Undecided U (3)
$2.5 \geq WA > 1.5$	Disagree D (2)
$1.5 \geq WA > 0$	Strongly Disagree (1)

Weighted average (WA), is computed from the formula,

$$WA = \frac{\sum_{i=0}^n x_i \times w_i}{\sum_{i=0}^n w_i}, \text{ where } x_i \text{ the response and } w_i \text{ is the attached weight to the response. for the}$$

purposes of interpretation if the response weighted average is greater than 2.5 we conclude that the response s positive otherwise the response is negative

3.8 Validity of the data

The questionnaire for this study was validated by for experts in this field. Besides, the supervisor's guidance was considered continuously, and their comments were used in modifying the questionnaire items. Cronbach's alpha was used through the SPSS to test the reliability of the questionnaire and the data.

3.9 Ethical issues

The selection process of the participant and the participation require formal approval from the heads of each selected BEST center under the study. The responses obtained from participants was confidentially treated and only used for this study. All activities pertaining this research was done in agreement with the Federal Republic of Nigeria, specifically Yobe state and in accordance to the rule and regulations governing research at Islamic University of technology (IUT)- Bangladesh.

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The data obtained from the respondents through questionnaire was tabulated in forms of frequencies and percentages, and also separate tables were prepared for different aspects of the questionnaire are table is interpreted base on the feedback received from the respondents. Weighted average (WA) were calculated and analyzed from the data collected in the questionnaire in the form of five-point Likert scale using SPSS version 20.

4.1 Analysis of objective 1

Table 5: Showing the importance of BEST curriculum in Yobe

Statement	5(SA)	4(A)	3(U)	2(D)	1(SD)	WA
Best centers are a success story	35 58%	24 40%	0	1 2%	0	4.55
Best centers give effective training to it students	31 51%	28 47%	0	1 2%	0	4.48
Best centers produce graduates that meet the demand of the society	18 30%	39 65%	1 2%	2 3%	0	4.21
Descriptive statistics for curriculum						
Average Weighted mean						4.41
Maximum						5.0
Minimum						3.67
Standard deviation						0.38

From Table 4.1, 98% of the respondents agree that BEST center is a success story in our community, 2% disagree. The weighted average for this component is 4.55 Further 98% of the respondents agree, BEST center give Effective training to its students. The weighted average is 4.48, 95% of the respondents agree, that BEST center produces a graduate that meet the demand of the society. The weighted average is 4.21. The weighted average for each component is 4.55,

4.48, and 4.21 which is interpreted as agree. The average weighted mean of all the components is 4.41 interpreted as the curriculum that is run at BEST centers is generally accepted by the teachers, student, and the community as an effective curriculum has posse a positive impact on the learners of Yobe state. As per descriptive statistics for the availability of resources, the data is normally distributed with a mean of 4.41 ± 0.38 , the maximum is 5.0, whereas the minimum is 3.7

Table 6: Shows availability of Resources

Statement	Responses					
All kind of kinds of instruction material is available for use	15	29	6	8	2	3.78
	25%	48%	10%	13%	3%	
Students get the available computer and internet facilities	15	27	8	8	2	3.75
	25%	45%	13%	13%	3%	
Students get the Available lab facilities	9	28	14	8	1	3.6
	15%	47%	23%	13%	2%	
There are enough teaching staff and technicians in the BEST center	16	30	8	4	2	3.9
	27%	50%	13%	7%	3%	
Descriptive statistics for Availability of resources						
Average Weighted mean						3.76
Maximum						5.0
Minimum						1.00
Standard deviation						0.77

From Table 4.2, 75% agree that All kind of instructional materials are available to use, 11% undecided, and 14% of the respondents disagree. The weighted average for this component is 3.75 further 80% agree that Students get the available computer and internet facilities, 8% undecided, and 12% disagree. The weighted average of this component is 3.75. further 62% agree that Students get the available lab facilities, 23% undecided, and 15% disagree. The weighted average for this component is 3.6, 77% agree that There are enough teaching staff and technicians in the BEST center, 13% undecided and 10% disagree. The weighted average of this component is 3.9. The weighted average for each component is 3.75, 3.75, 3.6 and 3.9 which

interpreted as agree. The average weighted mean of all the components is 3.75 interpreted as the resources available in Yobe state BEST centers is accepted by the administrators, teachers, student, and the community members that the resources available in the BEST center has posse a positive impact on the learners of Yobe state. As per descriptive statistics for availability of resources, the data is normally distributed with mean of 3.76 ± 0.77 , the maximum is 5.0, whereas the minimum is 1.0

4.2 Analysis of objective 2

Table 7: Employment opportunities

Statement	5(SA)	4(A)	3(U)	2(D)	1(SD)	WA
BEST Centers graduate are getting job in the Public sectors	20 33%	25 42%	7 11%	5 9%	3 5%	3.90
BEST graduates are getting job in the Private sectors	17 28%	31 52%	5 8%	5 8%	2 4%	3.93
BEST center graduates can be self-reliant, and self employed	32 53%	26 43%	2 4%	0 0%	0 0%	4.5
BEST provide job opportunities for graduates to support their living	22 37%	28 47%	7 11%	3 5%	0 0%	4.15
Descriptive statistics for Availability of resources						
Average Weighted mean						4.12
Maximum						5.0
Minimum						2.75
Standard deviation						0.58

Table **4.2.1 77% agree that** BEST Centers graduate are getting job in the Public sectors, 11% undecided, and 14% disagree and the weighted average for this component is 3.9. 80% agree that the BEST Centers graduate are getting job in the Private sectors, 8% undecided and 12% disagree. The weighted average for this component is 3.93, further 96% agree that the BEST centers graduate can be self-reliant, and Self-employed, 4% undecided. The weighted average for this component is 4.5. Also, 77% agree that BEST centers provide job opportunity to the graduates to support their living, 11% undecided and 5% disagree. The weighted average for this component is 4.15. The weighted average for each component is 3.9, 3.93, 4.5 and 4.15 which is interpreted as agree. The average weighted mean of all the components is 4.12 41interpreted as

the Employment is obtainable after graduation from BEST centers is accepted by the teachers, student, and the community as an effective curriculum has posse a positive impact on the learners of Yobe state. As per descriptive statistics for availability of resources, the data is normally distributed with mean of 4.2 ± 0.58 , the maximum is 5.0, whereas the minimum is 2.75

Table 8: showing living and income of Graduates

Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	WA
BEST Center graduates are earning Handsome some amount of money to support their family	8 14%	24 40%	18 30%	10 x	0 0	3.5
BEST Center Graduates have better social and economic life than average people of Yobe state	3 5%	23 38%	17 28%	13 22%	4 7%	3.1 3
BEST center Graduate Highly contribute to social and economic Development of Yobe state	16 27%	22 36%	10 15%	10 17%	2 4%	4.2 3
BEST centers are educating more people than any other educational institutes in Yobe state	4 7%	15 25%	9 15%	19 31%	13 22%	2.6 3
Descriptive statistics for Availability of resources						
Average Weighted mean						3.37
Maximum						4.75
Minimum						1.75
Standard deviation						0.79

From Table 4.4 54% agree that BEST centers graduates are earning handsome amount of money to support their family, 30% undecided and 16% disagree. The weighted average for this component is 3.5. 43% agree that BEST center graduates have better social and economic life than the average people of Yobe state, 28% undecided and 29% disagree. Disagree. The weighted average for this component is 3.13. further, 63% agree that the BEST center graduates highly contribute to the social and economic development of the Yobe state, 16% undecided and 21% disagree. The weighted average for this component is 4.23. also 32% agree that BEST centers are educating more people than other educational institutes in Yobe state, 15% undecided and 53 % disagree. The weighted average for this component is 2.63. The weighted average for

each component is 3.5, 3.13, 4.23 and 2.63 which is interpreted a slightly accept that BEST centers Educate more people than other education institutes. The average weighted mean of all the components is 3.37, interpreted as the income and living obtainable after graduation from BEST centers is accepted to be better than those graduating from other institutions by the teachers, student, and the community Yobe state. As per descriptive statistics for availability of resources, the data is normally distributed with mean of 3.37 ± 0.79 , the max is 4.75, whereas the minimum is 1.75

4.3 Comparison between the categories

When the key categories are compared with each other, the data from the table 9 reveals that the mean value of the ‘curriculum meet the requirements’ has the highest value which implies that the curriculum designed by the BEST center pleases the people or at least they believe the curriculum is good.

Table 9: Comparison of the categories

Category	Minimum	Maximum	Sum	Mean	Std. Deviation
Curriculum meet the requirement	3.67	5.00	508.67	4.4620	.38535
Available resources	1.00	5.00	442.25	3.8794	.77376
Employment	2.75	5.00	471.00	4.1316	.58010
Income and living	1.75	4.75	370.25	3.2478	.78882

However, the mean value of income and living has the lowest value which gives somewhat contrasting result that the curriculum does not provide higher income and living rate among the Yobe state people. However, as people are satisfied with the curriculum, there might be other factors associated with this result which can be explored by future research studies.

Table 10 the weighted average for each teacher in respect of curriculum

S/N	Description	W/A
1	Teacher	5.00
2	Teacher	4.00
3	Teacher	4.00
4	Teacher	4.33
5	Teacher	4.33
6	Teacher	4.67
7	Teacher	4.33
8	Teacher	4.00
9	Teacher	4.33
10	Teacher	4.33
11	Teacher	4.67
12	Teacher	4.67
13	Teacher	4.67
14	Teacher	3.67
15	Teacher	4.00
16	Teacher	4.33
17	Teacher	4.67
18	Teacher	4.33
19	Teacher	4.33
20	Teacher	4.00
21	Teacher	4.67
22	Teacher	3.67
23	Teacher	4.33
24	Teacher	4.00

The weighted average mean of the entire 24 teachers under curriculum is 4.30 interpreted as the curriculum that is run at BEST centers is generally accepted by the teachers as an effective curriculum has a positive impact on the learners of Yobe state.

Through the sample selected which comprised of all teachers and analyzed data related to the study of analysis on the impact of BEST centers on the people's life of Yobe state, the analysis of collected data, statements under the current status of BEST centers, it was discovered that

most respondents (teachers) were in agreement that the Curriculum meets the requirement of the society..

Table 11 the weighted average for each student in respect of curriculum

S/N	Description	W/A
1	Student	4.33
2	Student	4.00
3	Student	5.00
4	Student	4.00
5	Student	4.00
6	Student	4.00
7	Student	4.00
8	Student	4.67
9	Student	5.00
10	Student	4.00
11	Student	4.67
12	Student	4.67
13	Student	4.67
14	Student	4.33
15	Student	5.00
16	Student	5.00
17	Student	5.00
18	Student	4.33

The weighted average mean of the entire 18 student under curriculum is 4.48 interpreted as the curriculum that is run at BEST centers is generally accepted by the student, as an effective curriculum has a positive impact on the learners of Yobe state.

Through the sample selected which comprised of all students and analyzed data related to the study of analysis on the impact of BEST centers on the people’s life of Yobe state, the analysis of collected data, statements under the current status of BEST centers, it was discovered that most respondents (students) were in agreement that the Curriculum meets the requirement of the society..

Table 12 the weighted average of each community member in respect to curriculum

S/N	Description	W/A
1	Community member	5.00
2	Community member	4.00
3	Community member	5.00
4	Community member	5.00
5	Community member	4.00
6	Community member	4.33
7	Community member	5.00
8	Community member	4.67
9	Community member	4.33
10	Community member	4.33
11	Community member	4.67
12	Community member	4.00
13	Community member	5.00
14	Community member	4.67
15	Community member	4.67
16	Community member	4.33
17	Community member	4.00
18	Community member	4.00

The weighted average mean of the entire 18 Community members under curriculum is 4.74 interpreted as the curriculum that is run at BEST centers is generally accepted by the community as an effective curriculum has a positive impact on the learners of Yobe state.

Through the sample selected which comprised of all community members and analyzed data related to the study of analysis on the impact of BEST centers on the people's life of Yobe state, the analysis of collected data, statements under the current status of BEST centers, it was discovered that most respondents (community members) were in agreement that the Curriculum meets the requirement of the society..

Table 13 the weighted average of each teacher in relation to Availability of resources

S/N	Description	W/A
1	Teacher	3.00
2	Teacher	4.00
3	Teacher	4.25
4	Teacher	3.50
5	Teacher	4.00
6	Teacher	3.00
7	Teacher	4.00
8	Teacher	3.75
9	Teacher	3.25
10	Teacher	2.50
11	Teacher	2.50
12	Teacher	2.75
13	Teacher	4.75
14	Teacher	3.50
15	Teacher	2.25
16	Teacher	4.50
17	Teacher	4.50
18	Teacher	4.75
19	Teacher	2.00
20	Teacher	4.00
21	Teacher	3.50
22	Teacher	3.50
23	Teacher	2.75
24	Teacher	2.75

The weighted average mean of the entire teachers under availability of resources is 3.47 interpreted as the resources available in Yobe state BEST centers is accepted by the teachers, that the resources available in the BEST center has a positive impact on the learners of Yobe state.

From the analysis and interpretation of the data collected, statements under the current status of BEST centers (Availability of resources) it was found that the responses of the majority respondents(teachers) were in agreement that there is availability of resources in the centers.

Table 14 the weighted average of each student in respect to Availability of resource

S/N	Description	W/A
1	Student	3.00
2	Student	5.00
3	Student	4.25
4	Student	4.00
5	Student	4.00
6	Student	4.00
7	Student	4.50
8	Student	4.75
9	Student	1.00
10	Student	3.75
11	Student	4.00
12	Student	4.00
13	Student	4.25
14	Student	3.50
15	Student	4.00
16	Student	4.00
17	Student	4.00
18	Student	4.75

The weighted average mean of the entire students under availability of resources is 3.93 interpreted as the resources available in Yobe state BEST centers is accepted by the student that the resources available in the BEST center has a positive impact on the learners of Yobe state.

From the analysis and interpretation of the data collected, statements under the current status of BEST centers (Availability of resources) it was found that the responses of the majority respondents (students) were in agreement that there is availability of resources in the centers.

Table 15 the weighted average of each Community member in respect to Availability of resource

S/N	Description	W/A
1	Community Member	4.00
2	Community Member	5.00
3	Community Member	5.00
4	Community Member	4.00
5	Community Member	4.00
6	Community Member	4.50
7	Community Member	5.00

8	Community Member	4.00
9	Community Member	4.50
10	Community Member	4.25
11	Community Member	4.00
12	Community Member	4.25
13	Community Member	4.00
14	Community Member	2.75
15	Community Member	3.00
16	Community Member	3.75
17	Community Member	3.25
18	Community Member	3.25

The weighted average mean of the entire community members under availability of resources is 3.57 interpreted as the resources available in Yobe state BEST centers is accepted by the community members that the resources available in the BEST center has a positive impact on the learners of Yobe state.

From the analysis and interpretation of the data collected, statements under the current status of BEST centers (Availability of resources) it was found that the responses of the majority respondents (community members) were in agreement that there is availability of resources in the centers.

Table 16 the weighted average of each teacher in respect to Employment

S/N	Description	W/A
1	Teacher	4.00
2	Teacher	4.00
3	Teacher	4.50
4	Teacher	4.50
5	Teacher	4.75
6	Teacher	4.50
7	Teacher	4.25
8	Teacher	3.25
9	Teacher	3.75
10	Teacher	4.00
11	Teacher	4.25
12	Teacher	4.50
13	Teacher	4.50
14	Teacher	3.75
15	Teacher	4.00

16	Teacher	3.50
17	Teacher	4.75
18	Teacher	3.50
19	Teacher	3.50
20	Teacher	3.25
21	Teacher	4.50
22	Teacher	4.50
23	Teacher	4.25
24	Teacher	4.50

The weighted average mean of the entire teachers under Employment is 4.11 interpreted as the Employment is obtainable after graduation from BEST centers is accepted by the teachers as an effective curriculum has a positive impact on the society

The objective was to investigate the impact of Yobe state BEST centers on the people’s life’s in Yobe state. From the analysis and interpretation of collected data on the impact of Yobe state BEST centers (Employment) the findings base on participants (teachers) responses disclosed that majority of them agreed that Yobe state BEST center provides employment.

Table 17 the weighted average of each Student in relation to Employment

S/N	Description	W/A
1	Student	4.50
2	Student	4.50
3	Student	4.25
4	Student	5.00
5	Student	3.75
6	Student	4.50
7	Student	4.25
8	Student	4.50
9	Student	5.00
10	Student	2.75
11	Student	4.50
12	Student	4.00
13	Student	4.25
14	Student	3.50
15	Student	4.00
16	Student	4.00
17	Student	4.00

18	Student	4.75
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The weighted average mean of the entire students under Employment is 3.17 interpreted as the Employment is obtainable after graduation from BEST centers is accepted by the student as an effective curriculum has a positive impact on the society.

The objective was to investigate the impact of Yobe state BEST centers on the people's life's in the Yobe state. From the analysis and interpretation of collected data on the impact of Yobe state BEST centers (Employment) the findings based on participants (students) responses disclosed that majority of them agreed that Yobe state BEST center provides employment.

Table 18 the weighted average of each Community Member in relation to Employment

S/N	Description	W/A
1	Community member	4.25
2	Community member	4.75
3	Community member	4.25
4	Community member	5.00
5	Community member	3.75
6	Community member	5.00
7	Community member	4.25
8	Community member	3.00
9	Community member	3.00
10	Community member	3.00
11	Community member	3.75
12	Community member	4.25
13	Community member	2.75
14	Community member	4.50
15	Community member	4.50
16	Community member	3.75
17	Community member	3.75
18	Community member	4.25

The weighted average mean of the entire community members under Employment is 3.99 interpreted as the Employment is obtainable after graduation from BEST centers is accepted by the community as an effective curriculum has a positive impact on the society.

The objective was to investigate the impact of Yobe state BEST centers on the people's life's in the Yobe state. From the analysis and interpretation of collected data on the impact of Yobe state BEST centers (Employment) the findings based on the participants (community members) responses disclosed that majority of them agreed that Yobe state BEST center provides employment.

Table 19 the weighted average of each teacher in relation to income and living

S/N	Description	W/A
1	Teacher	2.00
2	Teacher	2.25
3	Teacher	3.25
4	Teacher	2.50
5	Teacher	2.75
6	Teacher	2.75
7	Teacher	3.75
8	Teacher	3.50
9	Teacher	4.25
10	Teacher	3.00
11	Teacher	3.25
12	Teacher	3.75
13	Teacher	4.25
14	Teacher	2.50
15	Teacher	1.75
16	Teacher	4.00
17	Teacher	3.75
18	Teacher	4.00
19	Teacher	3.50
20	Teacher	3.75
21	Teacher	3.75
22	Teacher	3.50
23	Teacher	2.50
24	Teacher	3.25

The weighted average mean of the entire teachers under income and living is 2.90 interpreted as the income and living obtainable after graduation from BEST centers is accepted to be better than those graduating from other institutions by the teachers.

From the analysis on collected data on the impact of Yobe state BEST center (income and living)

The findings based on the participants (teachers) responses disclosed that many of them agreed that Yobe state BEST center improves people's life through income and make their life better. However, among all the categories income and living has the lowest mean value. This implies that there might be some factors that influence the mean value of income and living,

Table 20 the weighted average of each Student in relation to income and living

S/N	Description	W/A
1	Student	2.75
2	Student	3.25
3	Student	3.00
4	Student	2.50
5	Student	2.25
6	Student	3.75
7	Student	2.00
8	Student	4.00
9	Student	3.50
10	Student	1.75
11	Student	4.75
12	Student	4.75
13	Student	3.50
14	Student	3.50
15	Student	3.75
16	Student	3.50
17	Student	4.25
18	Student	4.50

The weighted average mean of the entire students under income and living is 3.63 interpreted as the income and living obtainable after graduation from BEST centers is accepted to be better than those graduating from other institutions by the student.

From the analysis on collected data on the impact of Yobe state BEST center (income and living) the findings based on the participants (students) responses disclosed that many of them agreed that Yobe state BEST center improves people's life through income and make their life better. However, among all the categories income and living has the lowest mean value. This implies that there might be some factors that influence the mean value of income and living,

Table 21 the weighted average of each Community Member in relation to income and living

S/N	Description	W/A
1	Community member	4.00
2	Community member	2.00
3	Community member	1.75
4	Community member	3.25
5	Community member	3.25
6	Community member	3.00
7	Community member	2.50
8	Community member	4.75
9	Community member	3.25
10	Community member	2.75
11	Community member	3.25
12	Community member	2.75
13	Community member	3.25
14	Community member	2.25
15	Community member	3.25
16	Community member	3.00
17	Community member	3.25
18	Community member	4.00

The weighted average mean of the entire community members under income and living is 2.90 interpreted as the income and living obtainable after graduation from BEST centers is accepted to be better than those graduating from other institutions by the Yobe state community.

From the analysis on collected data on the impact of Yobe state BEST center (income and living)

The findings based on the participants (community members) responses disclosed that many of them agreed that Yobe state BEST center improves people’s life through income and make their life better. However, among all the categories income and living has the lowest mean value. This implies that there might be some factors that influence the mean value of income and living,

:

Table 22 comparison of the categories

S/N	Description	Teachers	Students	Community
1	Curriculum	4.30	4.48	4.74
2	Resources	3.47	3.93	3.57

3	Employment	4.11	3.17	3.99
4	Income & Living	2.90	3.63	2.90

However, the mean value of income and living has the lowest value which gives somewhat contrasting result that the curriculum does not provide higher income and living rate among the Yobe state people. However, as people are satisfied with the curriculum, there might be other factors associated with this result which can be explored by future research studies.

CHAPTER V

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The aim and purpose of this study was to investigate the impact analysis of Business and Engineering Skills Training (BEST) centers on the People Life's of Yobe State, Nigeria. The objectives of this study were to:

1. To investigate the current status of Yobe state BEST centers
2. To investigate the impact of Yobe state BEST centers to the people life in the society

A questionnaire was designed which consist of five Likert scale type of statements where the respondents had to select the best match their opinion. The validity for the questionnaire was approved by an expert and was designed in an easy and simple format for better understanding. Weighted average was employed and used to analyze and interpret the data using SPSS software.

5.2 Discussion on Findings

5.2.1 Objective one

Through the sample selected which comprised of administrators, teachers, students and community members and analyzed data related to the study of analysis on the impact of BEST centers on the people's life of Yobe state. The findings include the following as stated below:

From the analysis of collected data, statements under the current status of BEST centers, it was discovered that most respondents were in agreement that the Curriculum meets the requirement of the society from table 5.

From the analysis and interpretation of the data collected, statements under the current status of BEST centers (Availability of resources) in table 6, it was found that the responses of the majority respondents were in agreement that there is availability of resources in the centers. Dasmani (2011) said that generally there are short supply of training materials and basic tools by institute. Since technical institute most rely on materials and tools for training, their short supply

would negatively affect practical skill acquisition. This is also related with the findings of Oviawe (2010) and Anayakoha (1991) that many schools offering technological education courses do not have necessary equipment though Government placed emphasis on technological subjects in its policy.

5.2.2 Objective two

The objective was to investigate the impact of Yobe state BEST centers on the people's life's in the Yobe state. From the analysis and interpretation of collected data on the impact of Yobe state BEST centers (Employment) in table 7, the findings base on participant response disclosed that majority of them agreed that Yobe state BEST center provides employment.

From the analysis on collected data on the impact of Yobe state BEST center (income and living) in table 8 the findings based on participant responses disclosed that many of them agreed that Yobe state BEST center improves people's life through income and make their life better. However, among all the categories income and living has the lowest mean value. This implies that there might be some factors that influence the mean value of income and living,

5.3 Recommendation

From research findings from the impact analysis of the Business and Engineering Skill Training center on the People Life of Yobe State, Nigeria, the following recommendation can be made: BEST centers can play a vital role in socioeconomic development and quality improvement of the people of Yobe state.

The Yobe state government of Nigeria together with principals of Yobe state BEST centers should further improve the curriculum in such a way that BEST center graduate becomes very demanding in the labor market.

The government should make sure that all the necessary human and material resources are regularly be supplied and maintained for smooth service to the people of Yobe state.

The concern authority and non-governmental organization should join hand in organizing workshop/seminar for the BEST center TVET teachers that will enable them to go in line with modern technological advancement to avoid skill gap.

The public and private sectors should give more priority when it's come to skilled and trained employment to the BEST center graduates.

The government should increase the BEST center students' pocket allowance which will motivate them to be coming to the center regularly, feels satisfied comfortable and concentrate more on their studies.

5.4 Conclusion

The study aims at analyzing the impact of Business and Engineering skills Training (BEST) center on the people life's of Yobe state, Nigeria. Based on the findings from the analyzed and interpreted data, the following conclusions have been made:

The study revealed that most respondents believed that Yobe state BEST centers are a success story which gives effective training to its student that leads to producing graduates that meet the demand of the society in the study area community. Further, the respondents were also in agreement that the resources both human and materials are available but some of the respondent's percentage disagreed that the availability of resources is sufficient.

Most of the respondents believed that Yobe state BEST centers has a positive impact on the people's life in the region which manifested in getting a job in both public and private sector, self-reliant, self-employed and provide job opportunity to support their living. However, as people showed less satisfaction for the income and living opportunity for the BEST center graduates, the government should come forward to investigate it immediately to solve it and improve the income and living ability of the Yobe state people.

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Appendix A

REQUEST FOR COMPLETION OF QUESTIONNAIRE

Dear Respondent,

I am a final year student of Master of Science in Technical Education (Electrical and Electronic) from the Islamic University of Technology (IUT), Organization of Islamic Cooperation (Armbrust et al.), Board Bazar, Gazipur, Bangladesh. I am conducting research on the topic: "The analysis of the impact of business and engineering skills training (BEST) CENTERS on the people of Yobe State in Nigeria".

I am soliciting for your assistance and cooperation in getting information that can assist me to achieve the objectives of this study. Your information will be considered confidentially.

Yours faithfully,

Umar Mohammed Umar

Student ID: 161031204

Department of TVE,

Islamic University of Technology (IUT)

Organization of Islamic Cooperation (Armbrust et al.),

Board Bazar, Gazipur. Bangladesh

Appendix B

Questionnaire for the participants

Topic: The Analysis of The Impact of Business and Engineering Skills Training (BEST) Center on the People Life of Yobe State, Nigeria

1. Please tick the appropriate box:

a. Gender: Male Female

b. Position: Principal Teacher Student Community member

2. Kindly complete the following questionnaire by choosing the suitable alternative that reflects your opinion according to the following scale:

SA: Strongly agree

A: Agree

U: Undecided

D: Disagree

SD: Strongly disagree

Please put tick mark on the appropriate place.

	Curriculum meets the requirement of the society	SA	A	U	D	SD
1	BEST centers are a success story in our community					
2	BEST centers give effective training to its students					
3	BEST center produces graduates that meets the demand of the society					
	Availability of resources					
4	All kind of instructional materials are available to use					
5	Students get the available computer and internet facilities					
6	Students get the available lab facilities					
7	There are enough teaching staff and technicians in the BEST center					
	Employment					
8	BEST Centers graduate are getting job in the Public sectors					
9	BEST Centers graduate are getting job in the Private sectors					
10	BEST centers graduate can be self-reliant, and Self employed					
11	BEST centers provide job opportunity to the graduates to support					

	their living					
	Income					
12	BEST centers graduates are earning handsome amount of money to support their family					
	Living					
1 3	BEST center graduates have better social and economic life than the average people of Yobe state					
14	BEST center graduates highly contribute to the social and economic development of the Yobe state					
15	BEST centers are educating more people than other educational institutes in Yobe state					