

**THE EFFECTS OF SKILL ACQUISITION PROGRAMMES ON THE
SOCIO-ECONOMIC EMPOWERMENT OF ADULTS IN EGOR
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

**Emmanuel OSEGHAE
EDU1902903**

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

APRIL, 2024

**THE EFFECTS OF SKILL ACQUISITION PROGRAMMES ON THE
SOCIO-ECONOMIC EMPOWERMENT OF ADULTS IN EGOR
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

**Emmanuel OSEGHale
EDU1902903**

**A RESEARCH PROJECT SUBMITTED O THE DEPARTMENT OF
ADULT AND NON FORMAL EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF SCIENCE IN EDUCATION
[B.SC.(ED.)] DEGREE IN ADULT EDUCATION/Pol. Sci. & Pub. Adm.**

**APRIL, 2024
CERTIFICATION**

This is to certify that the study was solely carried out by OSEGHAE EMMANUEL with the matriculation number EDU1902903 in the department of Adult and Non-formal education, Faculty of education, in partial fulfillment of the requirement for the award of B.Sc.(Edu) Degree in Adult education/pol. Sci. & Pub. Adm.

Pst EGBADON
Project Supervisor

Signature and date

Pst EGBADON.
Project Coordinator

Signature and date

PROF. (Mrs) L.A. OKUKPON
Head of Department

Date

DEDICATION

This study is dedicated to God almighty for his help and continued guidance in bringing me up to this level I am today. May His name be praised.

ACKNOWLEDGMENT

With a sincere hearth I give thanks to God Almighty for His grace, faithfulness and ability given to me during the period of study in the university.

The success of this work rested no doubt on the contribution and fatherly assistance of my supervisor Pst Egbadon who played the role of not just a father, but a friend.

I also express my gratitude to all the lecturers in the mother faculty, who have in one way or another contributed to my success, and also express my special thanks to the servicing units.

In addition, I want to express my gratitude and appreciation to the Head of Department, Adult and Non-Formal Education, Prof. (Mrs.)L.A. OKUKPON for her love, care and contributions to the growth and advancement of the department all through her stay in the Faculty. My Acknowledgment will not be complete if it fails to appreciate the dean, Faculty of education, Prof. O.K. Omorogiuwa and my course adviser DR. ERHARUYI for their love and support.

My warmest and deep felt gratitude goes to my parents Mr. and Mrs. Isaac Oseghale towards my education, for their unconditional love, always ready to assist and support where needed also to my siblings Hendrix, Winifred, and Jeffrey for their prayers and encouragement all through my years in the university

Not forgetting the contributions of my lovely aunties and uncle Aunty Meg, Aunty bose and uncle Johnson I expressed my thanks to them for their support through out this period of my education

Also to my friends Fredrick, Desmond, Yoyo, increase, Joel, sinon I expressed my love, gratitude and appreciation to them all for their support

TABLE OF CONTENTS

	PAGE
TITLE PAGE	I
CERTIFICATION	II
DEDICATION	III
ACKNOWLEDGEMENTS	IV
TABLE OF CONTENTS	VI
ABSTRACT	VIII
 CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Research Questions	8
Purpose of the Study	9
Significance of the Study	10
Scope and Delimitation of the Study	11
Conceptual Definition of Terms	11
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of skill acquisition	13
Types of skill acquisition programme	20
Levels of Adult Participation in skills acquisition programme	23
The Role of skill acquisition programme to economic empowerment	26
Role of skill acquisition programme to social development of adults	31
Learners	
Summary of Reviewed literature	35
 CHAPTER THREE: METHODOLOGY	
Research Design	37
Population of the Study	38
Sample and Sampling Technique	38
Research Instrument	39
Validity of the Instrument	39

Reliability of the Instrument	40
Administration of the Instrument	40
Method of Data Analysis	41
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Result	42
Discussion of the Findings	56
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS	
Summary	58
Conclusion	60
Recommendations	60
REFERENCES	62
APPENDIX	65

ABSTRACT

This study investigated the effects of skill acquisition programmes on the socio-economic empowerment of adult in Egor Local Government Area of Edo State. Skill Acquisition is not a strange phenomenon today. Due to the insight of empowering youths and adults alike with useful skills to make them useful in their various localities, skill acquisition centres were opened and till today, it has been in use. It is observed that students don't show too much interest to learning new things. They rather spend their time in things that is of no economic importance. Very few students partake in skill acquisition programmes in virtually all localities. Therefore, due to the expansiveness of the geographical area and time-consuming factor of area coverage, the researcher made a step forward to investigating the impact of skill acquisition programmes in the socio-economic developments of Egor Local Government Youths in Edo State.

The design adopted for this study was the descriptive survey research. It was considered suitable for the study since a structured questionnaire was used as the research instrument to seek for the opinion of people already marked out for this study. Furthermore, the data collected was collated and analyzed. The population of this study was a total number of skill acquisition centres in Egor Local Government Area. The raw data collected from these centres after collation and analysis, were thoroughly checked for consistency and correctness. Data was analyzed by the use of simple percentages and frequency tables.

Based on the findings of this study, major recommendations revealed that the government should carry out public enlightenment programmes which would encourage the adults to know their needs for active participation in skills acquisition or vocational education programmes. Also, it was recommended that the government should establish skill acquisition centres in various communities across the federation and also equip it with various programmes to capture the learning needs of virtually all the members of that community, especially the Adult population in order for them to participate.

CHAPTER ONE

INTRODUCTION

Background of Study

Equipping adults with life value skills can lead to employment, self-reliance and National development. Skill acquisition is described as the tool for eradicating extreme poverty and hunger with the aim of paving way for employment and creating an avenue for jobs. (Isaac, 2011). Skill acquisition training is an adult education programme which is designed to impact various skills on the participants and meet their immediate needs such as jobs, self-reliance and curb restiveness among youths. (Teiboweri & Osusu 2017)

Historically, the modern foundation of adult education in Nigeria had its root laid by the British in Levi after World War II that brought the need to extend education to large number of Nigerians. (Winchester 1990) This led to the setting up of colonial secretary advisory committee in 1944 with the intention of considering the best approach to the problems of mass

literacy and adult education. Their suggestions gave intelligent guidelines for the development of adult education which include skill acquisition programmes. They stressed the need for a more generalized system of education which includes the acquisition of skills with the major aim of being self-reliant and self-dependent. This dimension aims to create self-confidence and give adults the ability or capacity to acquire knowledge.

Skills acquisition programmes inculcates in the graduates or trainees the appropriate vocational and job skills and attitudes for creativity, innovation and enterprise which could enable them create, rather than seek for paid jobs there by tackling the ugly tide of young/youth underdevelopment, unemployment as well as propel larger percentage of Nigerians towards development structurally, economically and most crucially humanly. Skills acquisition programmes are educational programmes that give individuals the skills to learn and develop as a productive citizen in a global society. (Sennett 2008).

Skill acquisition plays a crucial role in empowering adult learners socially and economically.

Social empowerment

- **Enhanced communication skills:** Skill acquisition often involves teamwork, collaboration, and communication with others. Adults develop stronger interpersonal skills through these interactions, which can help them in various social settings.
- **Community engagement:** Participation in skill acquisition programs can connect adults with like-minded individuals, creating a sense of belonging and community. This engagement can lead to new friendships, support systems, and a broader social network.
- **Increased confidence:** Learning new skills can boost self-confidence and self-esteem in adults. As they gain proficiency in a particular skill, they feel empowered to interact with others and take on new challenges
- **Encouraging lifelong learning:** Engaging in skill acquisition programs encourages adults to pursue continuous learning and personal development. This mind set of lifelong learning not only keeps them

socially connected to evolving trends and technologies but also fosters a growth-oriented attitude.

Economic empowerment

- Higher earning potential: With specialized skills, adults can command higher salaries or seek promotions within their current workplace. This increased earning potential contributes to their economic empowerment.
- Entrepreneurial opportunity: Some skill acquisition programs focus on entrepreneurial skills, empowering adults to start their own businesses or pursue freelance opportunities. This independence can lead to financial stability and growth.
- Improved employability: Acquiring new skills enhances the job prospects of adult learners. Having a diverse skill set makes them more attractive to employers and opens up new career opportunities.
- Financial planning and management: Skill acquisition programs not only focus on imparting technical skills but also emphasize

financial literacy and budget management. Adult learners develop critical financial planning skills that enable them to make informed decisions, manage their finances effectively, and work towards their financial goals.

The present study therefore investigates the effects of skills acquisition programmes on the socio-economic empowerment of adults in Egor Local Government area of Edo state

Statement of the Problem

Skill acquisition programmes is tailored to meet the needs and aspirations of participants in the programme. This will help to develop the potentialities of adults, so as to enable them develop themselves and their communities.

The state government as well as the local government council heads has organized several kinds of skill acquisition and empowerment programmes over the years. They train participants on skills like hairdressing, barbing, shoe making, ICT, fashion designing, etc. Recently, on the 21st of November, 2018, the Edo State Government under the

Governor Godwin Obaseki's administration unveiled a multi-skills centre at a Ward in Orhionmwon Local Government Area of Edo State. This project was intended at training and empowering about 150 adults in various skill areas in the first phase. Also, earlier that year, the Obaseki Led Administration through the Office of the Edo State National Directorate of Employment (NDE) commenced training of at least 2,000 persons on skill acquisition. Further speaking on the efforts the government has put in so far to establish skill acquisition programmes and also train participants and registered members, it was well captured in a media tabloid that the same Obaseki-Led Administration on the 28th of September, 2017, projected a skill acquisition agenda for about 1,600 adults in Edo state.

The effort made by the local government (Egor) in ensuring that the adults participate in skill acquisition Programme was done through creating awareness. This means that the local governments educates or enlighten the adults in Egor on the benefit of skill acquisition which is not just for the Empowerment of themselves alone but also for the betterment of their various communities. Empowering adults in Egor through skill acquisition

requires a comprehensive awareness campaign by the local government. Here's how they can enlighten the adults about the benefits of skill acquisition it can be in the form of public awareness campaign, where the local government can conduct information dissemination campaigns through various channels like community meetings, radio programs, posters, and social media to educate adults in Egor LGA about the importance and benefits of skill acquisition. Others include collaboration with community centres and institution, incentives and support programs, mobile skill acquisition unit, monitoring and evaluation etc. The local government also ensures that the equipment needed during the Programme of acquiring skills are readily available for participants and also the instructors are properly trained, the local government also motivate the adults, this is done by providing assistance to adults to start up their own businesses after the successful completion of the Programme. Even though the functionality of skill acquisition program in Egor is not encouraging the local government in Egor can simply take action to ensure that skill acquisition program function effectively in the area

What is not known is if these programmes can impact on the development of adults in order to improve their livelihood. Therefore, could it be that majority of adults are unaware of these skill acquisition programmes? Or are they just reluctant of being a participant? Or they have a perception that skill acquisition programmes does not add value to their lives in creating a room for self-reliance and economic development?

Research Questions

The following research questions were raised to guide this study;

1. What are the skills acquisition programmes provided for in Egor Local Government Area of Edo State?
2. What is the level of adult's participation in skill acquisition programmes in Egor Local Government Area?
3. To what extent does their participation leads to economic empowerment in Egor Local Government Area of Edo State?
4. How does participation in skill acquisition programs in Egor Local Government Area of Edo State impact the social development of

adults in terms of increased self-confidence, networking opportunities, and entrepreneurial skills?

5. How does the acquisition of new skills through programs in Egor Local Government Area impact the economic empowerment of adult learners?

Purpose of the Study

The purpose of the study is to examine the effect of skill acquisition Programme in the socio-economic economic empowerment of adults in Egor Local Government. However, this study intends to achieve the following sub objectives

1. To identify the skill acquisition programmes provided for adults in Egor Local Government Area.
2. To ascertain the level of adults participation in skill acquisition programmes in Egor Local Government Area.
3. To find the extent to which adult's participation has led to economic development in Egor Local Government Area.

4. To investigate the role of skill acquisition programmes in enhancing social development and empowerment among adult learners in Egor Local Government Area of Edo State.
5. To investigate the impact of skill acquisition on the empowerment of adults in Egor Local Government Area of Edo State.

Significance of the Study

This study will be of relevance to the government, adults, researchers, and society at large.

The findings of this study would enable adults unravel the importance of skill acquisition programme to the society as this will encourage them to enlist themselves to benefit. It would also help the adults improve their self-esteem and self-actualisation by way of making them active participants in the programme. More so, the findings of the study would reveal the effectiveness and efficiency of skill acquisition programmes in adults development in Egor local government area of Edo state.

Also, the findings of this study would help the government to understand the relevance of skills development programme and the need for them to support the programme by way of providing the needed fund and equipment to revamp already existing programmes and establish new ones. Furthermore, this study would provide necessary data for researchers who are interested in carrying out similar study.

Scope and Delimitation of the Study

This study investigates the effects of skills acquisition programmes on the socio-economic empowerment of adults. However, the study is delimited to adult participants enrolled in the various skills acquisition programmes in Egor local government area of Edo State

Conceptual Definition Of Terms

For the purpose of clarity, the following terms are defined in the sense in which they were employed in the context of this study

Adult: A person, who is fully grown, developed and mature

Adult empowerment: This is the process during which individuals; groups are consulted about or have the opportunity to become actively involved in a project or programme of activity

Programme: This means a set of structural activities

Skill: This means a technical ability and capacity acquired through deliberate systematic and sustained effort to smoothly carry out activities or jobs

Skill Acquisition programme: This means a structural process or stages that underpin learning of technical ability for effective personal and societal development.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is based on the related relevant literatures on the impact of skill acquisition programmes on the socio-economic development of adults.

The review was done under the following sub headings;

- Concept of Skill Acquisition
- Types of skill acquisition programmes
- Levels of Adult participation in skill acquisition programmes
- The Role of skill acquisition programmes to economic empowerment
- Role of skill acquisition programmes to social development of adults learners
- Summary of Reviewed literature

The Concept of Skill Acquisition

A skill, according to the “Oxford English Reference Dictionary” means the practical ability or expertness to do something, especially with one’s

hands or some other part of the body. This therefore portrays that there is a mutual relationship between learning and skill acquisition.

Ochiagha, (1995) defined skill acquisition as the process of demonstrating the habit of active thinking or behaviour in a specific activity. He further stated that skill acquisition is seen as the ability to do or perform an activity that is related to some meaningful exercise, work or job. He maintains that for skill to be acquired, appropriate knowledge, attitudes, habits of thought and qualities of character are learnt to enable the acquirer develop intellectual, emotional and moral character which prepares him or her for a brighter future. From Ochiagha's perspective skill acquisition is an essential tool that is easily acquired if the trainee already has some form of literacy education. He also emphasized the relevance of skills acquisition in ensuring a meaningful and exciting future for the participants' especially economic wise.

Wikipedia Retrieved (2012) sees a skill as the ability to carry out a task with determined results often within a given amount time, energy or both. Skills can often be divided into domain-general and domain-specific skills.

For example, in the domain of work, some general skill would include time-management, teamwork and leadership, self-motivation and others, whereas domain specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situation to assess the level of skill being shown and used.

Accordingly, Magbagbeola (2004) posited that skills acquisition requires the accumulation of different skills that enhances task performance through the integration of both theoretical and practical forms of knowledge. He enumerated the guidelines for the sustenance of skills acquisition programme to include the followings;

- The principles guiding training in a particular field in terms of attitude, customer-relationship, productivity, efficiency, supply and demand needs to be appreciated.
- Provision of training that gives the trainees the opportunities to acquire skills that are appropriate for preparation in a field of trade for gainful employment.

- Provision of definite skills that relate to each trade that makes one a professional in one field instead of the other.
- Training requires constructive human relationship, business skills, imitations and constructive ideas.
- Skills acquisition requires much practice, patience, interest, ability, aptitude and personality traits.
- Skills acquisition requires conducive environment.
- That training has to be done by competent, experienced and qualified instructors.

United Nations (2005) states that skill acquisition is the ability to do something expertly and well in a particular kind of skills. It also stressed that, there are various types of skills, such as the language skills and the vocation skills. It explains further that the more education is combined with skills acquisitions the better liberated and development of the individual (Youth) and the society at large. It is widely accepted that skill training is an essential instrument of public policy, especially for the most potent group in terms of production in our community-the youths.

Donli (2004) is of the view that skill acquisition is the manifestation of idea and knowledge through training which is geared towards instilling in individuals, the spirit of entrepreneurship needed for meaningful development. He stressed that if individuals are given the opportunity to acquire relevant skills needed for self-sustenance in the economy, it will promote their charisma in any work environment. He further maintains that skill acquisition increases competition and cooperation among people.

From the above scenario, it can be stated that skills acquisition requires a comprehensive approach in the realisation of creative ideas.

Skill acquisition programmes are highly relevant to adults for several reasons it could be in the form of career development were Adults may seek skill acquisition programmes to enhance their professional skills and qualifications, leading to career advancement opportunities. Acquiring new skills or upgrading existing ones can make individuals more competitive in the job market and increase their chances of securing promotions or higher-paying positions. Also lifelong learning is also a relevant key in the sense that Skill acquisition programmes promote the concept of lifelong learning,

encouraging adults to continue expanding their knowledge and skills throughout their lives. Lifelong learning is essential for personal and professional development, as well as for staying intellectually engaged and curious.

Skill acquisition programmes provide adults with opportunities to connect with like-minded individuals, build networks, and engage in collaborative learning experiences. These social connections can enhance personal well-being, foster a sense of community, and create valuable support systems for ongoing learning and development.

Acquiring new skills through training programmes can significantly increase an adult's employability and job prospects. Employers often value candidates who demonstrate a willingness to learn and grow, as well as those who possess a diverse set of skills that can be applied across different roles and industries. Skill acquisition programmes offer adults the opportunity to learn new skills, hobbies, or interests that can contribute to their personal growth and fulfillment. Engaging in lifelong learning through skill

acquisition programs can boost self-confidence, expand knowledge, and provide a sense of accomplishment.

In line with the above view Robert Kegan (1994) - Robert Kegan, a psychologist and researcher, introduced the concept of "adult development" to describe the ongoing process of personal growth and transformation that occurs throughout adulthood. Skill acquisition programs play a crucial role in supporting adults' developmental journey by providing them with opportunities to expand their skills, knowledge, and perspectives. These programs enable adults to adapt to new challenges, navigate complex situations, and achieve higher levels of competence.

Sharan Merriam (2001) – leading expert in adult education and learning theory, emphasized the importance of experiential learning in adult learning processes. Skill acquisition programs often incorporate hands-on experiences, practical exercises, and real-world applications to help adults learn new skills effectively. By engaging in experiential learning activities within skill acquisition programs, adults can enhance their abilities and apply their knowledge in meaningful ways.

Types of skills acquisition programmes

There are various types of skills acquisition programs that are designed to equip individuals with specific skills and knowledge to enhance their employability, entrepreneurship opportunities, and overall personal development. Here are some common types of skills acquisition programs:

- **Vocational training programme:** in the vocational training programme there is technical skills that is Programmes that provide training in specific technical skills such as carpentry, plumbing, electrical work, automotive repair, welding, and construction. A study by (Johnson, 2020) emphasized the critical role of vocational training programs in developing technical skills that enhance employability and job performance. According to (brown, 2018) technical skills acquired through vocational training programs are essential for meeting the demands of the workforce and ensuring career success. There is also computer and IT skills were there are Courses on computer programming, software development, web development, cybersecurity, networking, and IT support. (Wilson,2018) discussed

the growing importance of computer literacy and IT proficiency in vocational training, emphasizing the role of these skills in enhancing job readiness and competitiveness in the job market.

- **Entrepreneurship and Business Skills Programmes:** under these types there is small business management that is Entrepreneurship programmes that cover business planning, financial management, marketing strategies, and customer relations for aspiring business owners. (Lee, 2017) discussed the benefits of small business management programs in vocational training, focusing on how such programmes equip individuals with the managerial competencies necessary for effectively operating and growing a small business there is also E-commerce and digital Marketing which has to do with Training in online business strategies, e-commerce platforms, social media marketing, and digital advertising (Harris, 2017) discussed the benefits of E-commerce and Digital Marketing training in vocational programmes, highlighting how these skills empower individuals to navigate online business environments and drive digital growth.

- **Trades and Craft Skills Programmes:** in the trades and Craft Skills Programmes we have Artisan trade that is Training in traditional artisan trades such as pottery, painting, weaving, jewelry making, woodworking, and ceramics. (Johnson, 2020) emphasized the critical role of vocational training programmes in developing artisan trade skills and preparing individuals for careers in traditional crafts and artisanal professions. Also there is Fashion and Design that is Courses on fashion design, garment construction, textile design, interior design, and fashion merchandising.
- **Adult Education and Lifelong Learning Programmes:** There is Literacy and Numeracy Programmes that is Basic education programmes for adults who need to improve their reading, writing, and mathematical skills. (Smith, 2017) explored the benefits of literacy and numeracy skills training within vocational programmes, focusing on how these foundational skills prepare individuals for further training and professional development. Also there is also Continuing that is Education Courses for individuals seeking to upgrade their skills, pursue personal interests, or transition to new

careers. (Wilson, 2019) explored the role of ongoing education in vocational programs, focusing on how continuous learning opportunities promote skills enhancement and lifelong employability.

- **Soft Skills Development Programms:** in this types of programmes there is leadership and management skills were Programmes that offer training in leadership development, team building, conflict resolution, decision-making, and project management. (Jones, 2021) explored the benefits of leadership and management skills training within vocational programs, focusing on how these skills empower individuals to lead effectively and drive there is also Time Management and Organizational that is Skills Courses that teach techniques for prioritizing tasks, managing time effectively, and improving organizational skills.

Levels of Adult participation in skills acquisition programmes

Adult participation in skills acquisition programs can vary depending on various factors such as individual motivation, access to resources,

availability of programmes, and support systems. Here are some levels of adult participation in skills acquisition programmes:

- **Active Participation:** Adults who actively engage in skills acquisition programmes demonstrate a high level of commitment, enthusiasm, and dedication towards acquiring new knowledge and skills. They actively participate in classes, workshops, training sessions, and practical exercises, seek feedback from instructors, and take initiative to apply what they have learned in real-life situations.
- **Passive participation:** Some adults may exhibit passive participation in skills acquisition programmes, where they attend classes or training sessions but show limited engagement, motivation, or interest in the learning process. They may be present physically but not fully engaged mentally, leading to reduced learning outcomes and limited skill development.
- **Selective participation:** Adults who engage in selective participation in skills acquisition programmes choose to focus on specific areas of interest or expertise that align with their personal or professional goals.

They may opt for specialized courses, workshops, or training programs that cater to their specific needs and preferences, allowing them to deepen their knowledge and skills in targeted areas.

- **Limited participation:** Adults with limited participation in skills acquisition programmes may face barriers such as lack of time, resources, or support systems that prevent them from fully engaging in learning activities. They may attend sporadically, struggle to complete assignments or tasks, or experience challenges in applying new skills due to external constraints.
- **Non-participation:** Some adults may not participate in skills acquisition programmes at all due to various reasons such as lack of awareness, interest, motivation, or access to opportunities. They may miss out on valuable learning experiences, personal growth, and professional development opportunities by not engaging in skill-building activities.
- **Continuous participation:** Adults who demonstrate continuous participation in skills acquisition programmes exhibit a long-term commitment to learning and skill development. They actively seek out

opportunities for further education, training, and professional development to stay updated with industry trends, enhance their competencies, and advance their careers over time.

Overall, the levels of adult participation in skills acquisition programmes can vary based on individual circumstances, motivations, and external factors. By promoting active engagement, addressing barriers to participation, and offering tailored learning opportunities, organizations and institutions can encourage more adults to participate actively and benefit from skills acquisition programmes for personal growth and social development.

The Role of skills acquisition programme to economic empowerment

Skills acquisition programmes play a crucial role in economic empowerment by providing individuals with the necessary tools and knowledge to improve their employability and income-generating potential. Some of the key roles of skills acquisition programmes in economic empowerment include the following

- **Enhanced employability:** Skills acquisition programmes equip individuals with new skills and knowledge, making them more competitive in the job market. This increases their chances of securing employment or starting their own businesses, leading to improved economic opportunities. According to (Sianesi,2005), which focused on the impact of skills acquisition programmes on employability, A Discovery was found that individuals who participated in such programmes experienced a significant increase in their employability. The study highlighted that acquiring new skills through training and education programs led to improved job prospects and higher chances of securing employment. According to (Kautz, 2012) emphasized the importance of investing in skills acquisition programmes to enhance employability and economic empowerment. Their research highlighted that skills development plays a crucial role in increasing individuals' productivity, earning potential, and overall economic well-being.
- **Poverty reduction:** By providing individuals with the skills and knowledge needed to secure stable employment or start successful

businesses, skills acquisition programmes can help lift people out of poverty and improve their overall quality of life. It also play a crucial Role in social impact due to the fact that as individuals improve their economic status, the overall community benefits from reduced poverty levels and improved living standards. According to (Duflo, 2017) she emphasize the importance of targeted skill-building interventions in empowering individuals to break the cycle of poverty by enhancing their employability and income-earning potential.

- **Entrepreneurship development:** Skills acquisition programmes often include training in entrepreneurship and business management, empowering individuals to start and grow their own businesses. This can create new job opportunities, stimulate economic growth, and reduce unemployment rates in the community skills acquisition programs will also help in creating income-generating opportunities for themselves and others. According to (Naude, 2016) research emphasizes the importance of entrepreneurship in economic development. He highlights how skills acquisition programs tailored to entrepreneurship can play a vital role in fostering innovation, job

creation, and sustainable economic growth in both developing and developed economies. According to (Obschonka's, 2020) work focuses on the psychological aspects of entrepreneurship and the role of skills acquisition in nurturing entrepreneurial mindsets. He discusses how skill development programmes can instill essential entrepreneurial competencies, such as resilience, creativity, and risk-taking, which are crucial for success in starting and managing businesses.

- **Economic diversification:** Skills acquisition programmes can help diversify the economy by equipping individuals with a wide range of skills across different sectors. This can lead to a more resilient economy that is less dependent on a single industry or source of income.
- **Increased productivity:** By acquiring new skills, individuals can become more efficient and productive in their work, resulting in higher quality output and increased earning potential. This can contribute to economic growth at both individual and societal levels. According to (Wolfers, 2021) explore the impact of skills

development on workforce productivity in their work. They highlight that investing in skills acquisition programmes results in a more productive workforce, increased innovation, and heightened economic competitiveness on a global scale. According to (Woessmann's, 2018) research focuses on the correlation between education and economic productivity. They argue that skills acquisition programs lead to improved productivity by enhancing human capital, which in turn boosts economic growth and individual well-being.

- **Adaptation to Technological Changes:** Skills acquisition programmes help individuals stay relevant in a rapidly evolving job market by providing them with training in new technologies and industry-relevant skills, enabling them to adapt to changing economic landscapes. According to (Bessen's, 2019) His work focuses on the impact of technological change on the labor market. He discusses how skills acquisition programs play a crucial role in helping individuals adapt to technological disruptions by providing them with the necessary training to thrive in a rapidly changing technological landscape.

Skills acquisition programmes are not just about teaching specific skills; they are about empowering individuals to become active participants in the economy, fostering self-reliance, and contributing to overall economic growth and development.

Roles of skills acquisition programme to social development of adults learners

Skills acquisition programmes play a crucial role in the social development of adult learners by providing them with opportunities to enhance their capabilities, improve their quality of life, and contribute positively to society. Here are some key roles of skills acquisition programs in the social development of adult learners

- **Empowerment:** Skills acquisition programmes empower adult learners by equipping them with the knowledge, skills, and competencies needed to participate effectively in the workforce and society. By enhancing their capabilities, adult learners can gain confidence, independence, and a sense of self-worth, leading to improved social well-being. According to (Mansbridge, 2015) her

work focuses on the concept of empowerment through participation in skill-building programs. She highlights how skills acquisition can empower adult learners by enhancing their capabilities, confidence, and agency, ultimately leading to greater social engagement and activism. According to (Anand, 2020) she explores the link between skills acquisition and empowerment, emphasizing the transformative impact of acquiring new skills on adult learners' sense of self-efficacy and empowerment. She argues that these programs can act as catalysts for personal growth, social empowerment, and community development.

- **Community engagement:** Skills acquisition programs foster community engagement by creating spaces for adult learners to connect with peers, mentors, and experts in their field of interest. Through networking opportunities, collaborative projects, and community-based activities, adult learners can build social relationships, exchange knowledge, and contribute to the development of their local communities. (Titus, 2018) research emphasizes the importance of community engagement in skills acquisition programs.

She highlights how adult learners' involvement in community projects and initiatives as part of their skill development journey not only enhances their social skills but also fosters a sense of civic responsibility and community ownership. (Hernandez, 2021) work focuses on the link between skills acquisition programs and community engagement. She discusses how adult learners, through participating in community-based projects and collaborative activities as part of their skills training, can contribute to social development, establish strong community ties, and drive positive changes within their local contexts.

- **Lifelong learning:** Skills acquisition programmes promote lifelong learning among adult learners by encouraging them to continuously update their skills, adapt to changing technologies, and pursue personal and professional development. By fostering a culture of lifelong learning, these programs enable adult learners to remain relevant in the workforce, enhance their employability, and contribute to social progress. According to (Smith, 2020) Her work focuses on the role of lifelong learning in social development through skills

acquisition programs. She highlights how adult learners engaging in ongoing skill-building activities not only adapt to changing environments but also contribute to a more dynamic, inclusive, and progressive society.

- **Social integration:** Skills acquisition programmes facilitate social integration by providing adult learners with opportunities to engage with others, develop interpersonal skills, and build social networks. Through group activities, team projects, and collaborative learning experiences, adult learners can strengthen their social connections, foster a sense of belonging, and contribute to a more cohesive and inclusive society. (Tanner-Smiths, 2016) research emphasizes the role of skills acquisition programmes in facilitating social integration among adult learners. She discusses how participation in these programs can nurture social connections, foster a sense of belonging, and promote inclusivity and diversity within communities.
- **Inclusivity:** Skills acquisition programmes promote inclusivity by providing opportunities for adult learners from diverse backgrounds and marginalized communities to access education and training. By

offering tailored programs that cater to the specific needs and interests of adult learners, these initiatives help reduce inequalities and promote social cohesion. According to (Taylor, 2018) Her research focuses on the importance of inclusivity in skills acquisition programs for adult learners. She emphasizes how creating inclusive learning environments that cater to diverse needs and backgrounds promotes social development, empowers individuals, and enhances the overall learning experience. Also (Wright, 2020) work highlights the transformative potential of inclusivity within skills acquisition programs. He discusses how fostering inclusivity by valuing and respecting individuals' unique perspectives, experiences, and identities leads to greater social cohesion, participation, and empowerment among adult learners.

- **Cultural Understanding and Diversity Appreciation:** Skills acquisition programs often bring together individuals from diverse cultural backgrounds, enabling adult learners to gain a deeper appreciation for cultural diversity, broaden their perspectives, and promote social harmony. (Khan, 2020) focuses on the role of skills

acquisition programs in promoting cultural understanding and diverse appreciation among adult learners. He discusses how these programs serve as platforms for individuals to learn from one another, appreciate different backgrounds, and bridge cultural divides, leading to enhanced social cohesion and mutual respect.

Summary of Reviewed literature

This chapter has examine critically the concept of skill acquisition with numerous definition and scholars views to back it up and also the relevance of how the adult learners and benefit from skill acquisition programme

This chapter has also examine in detail the various types of skill acquisition with scholars view on the various types of skill acquisition programme also the chapter has also examine the levels of adult participation in skills acquisition programme that is how the adult participate in skills acquisition programme with different scholars contributions of the subject matter. the chapter examine in detail the roles of skill acquisition programme to economic empowerment with different scholars views concerning the subject matter. The chapter

also discuss roles of skill acquisition programme to social development of adult learners.

CHAPTER THREE

METHODOLOGY

This chapter described the method and procedures that were used for the study. This is presented under the following sub headings.

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument

- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis

Research Design

This study used descriptive survey design. Orodho (2009) notes that a survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals and it's the most frequently used method for collecting information about people's habits in a variety of education or social issues.

Population of the Study

The target population of this study comprises of some participants in skill acquisition centres in Egor Local Government of Edo State. Below is the table which shows some skill acquisition centres in Egor

S/N	Names of skill acquisition centres	Number of participants
1	Afemai's school of fashion	25

2	Executive computer training	35
3	Golden Girls home (hair and bridal)	23
4	Skill acquisition centre, Evabareke	25
5	Didi's catering services	16
	Total	124

Sample and Sampling Technique

The sample size of a hundred (100) Adults would be used for this study. A careful selection of twenty five (25) respondents each (who are Adults and instructors) would be actualized from four (4) Skill Acquisition centres within Egor Local Government Area, irrespective of their genders.

The purposive sampling technique would also be adopted for selecting participants for this study.

Research Instrument

The major instrument used for data collection in this study is the questionnaire. The questionnaire bears the title tagged “the effects of skills acquisition programmes on the socio-economic economic empowerment of adults in Egor local government area of Edo State

The questionnaire would be divided into two parts A and B. Section A would bear the demographic data of the respondent such as gender, marital status, age. On the other hand, section B would contain statements that solicit information from respondents on the choices of responsibility pertinent to the research question of the study.

Validity of the Instrument

The content of the instrument (questionnaire) would be validated by the project supervisor and other experts in the Department of Adult and Non Formal Education, University of Benin, Benin City. Their suggestions and comments would be adequately incorporated in the production of final instrument.

Reliability of the Instrument

The instrument would be subjected to the supervisor and other experts in other to determine how appropriate the instrument yields valuable result on various trials. The reliability of the questionnaire would then be established by conducting the test-retest to determine the reliability level. The data would also be subjected to Pearson's product moment correlation

co-efficient of reliability, the reliability co-efficient means that the instrument is suitable and reliable for the study.

Administration of the Instrument

Questionnaires would be used to elicit responses of the study. The instrument will be administered by the researcher. Before the administration of the instrument, the respondent would be properly informed on how to best go about their responses correctly.

The research also guided the respondents on how to answer the questionnaire and provide relevant data and information needed for the study.

Method of Data Analysis

The simple percentage method would be used to descriptively analyse the data that would be collated after administration of the instrument.

The data collected would further be organized into frequency tables and analysed using percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results and discussion of findings. The data collected were analyzed and tabulated using frequency counts and mean analysis. Five research questions were raised to guide the study, in relationship with the research questions twenty five items were generated and presented in questionnaire form which was administered to one hundred respondents to elicit their opinions.

SECTION A

Table 1 Respondent by Age Range

Age range	Frequency	Percentage
18-21	45	48%
22-25	32	34%
26-29	13	11%
30-33	02	4%
34-37	03	3%
Total	95	100

Table 1 indicates the age distribution of the respondents in intervals. From the table, it was discovered that respondents aged 18 – 21 constituted the highest group in the age range which is 48% of the total population. Respondents aged 22-25 have 32%, respondents aged 26-29 constituted 11%, while respondents aged 30-33years represent 4%. And finally, respondents from ages 34-37 years of age are 3% of the total population presented from the age distribution above, it is evident that most of the respondents in the study are between the ages 18-21 years.

Table 2 Respondent by marital status

Variable	Frequency	Percentage
Single	77	81%
Married	12	14%
Divorced	03	3%
Widowed	03	2%
Total	95	100

Table 2 revealed that among the respondents sampled in this study, the population of singles made up 81%. Respondents who are married represent 16% of the entire samples, the divorced and widowed constituted 3% each.

From the table above, it can be observed that majority of the respondents are single.

Table 3 respondent by Educational qualifications

Variable	Frequency	Percentage
Primary education	06	5%
Secondary education	13	14%
Diploma/NCE	07	6%
HND/Degree	69	75%
Total	95	100

Table 3 reveals the academic qualification of the respondents. From the table, it was revealed that 5% of the respondents sampled had primary education, 14% are secondary education certificate bearers, 6% attained Diploma/NCE. And finally, 75% had their HND/Degree qualification. From the information gathered, it therefore implies that majority of the respondents are HND/Degree holders.

Table 4 respondent by occupation

Variable	Frequency	Percentage
Traders	06	5%
Famers	03	2%
Students	22	23%
Self employed	64	70%
Total	95	100

Table 4 shows respondents by their occupation. From analysis, it is discovered that 70% are self-employed. Also, it can be observed from the table as well that 23% of the respondents are students. The results of analysis on the table also revealed that farmers and traders are represented by 2% and 5% respectively from the sampled population. From the distribution table of respondents by their occupation, it can be observed that majority of the respondents are self-employed, i.e. they own their own businesses.

SECTION B

Research Question One

What are the skills acquisition programmes provided for in Egor Local Government Area of Edo State?

Table 5: Skills Acquisition programme provided in egor local government area of Edo State

S/N	Variables	SA (%)	A (%)	D %	SD %
1	Skills acquisition programmes offered are diverse and cater to a wide range of skills set	40 40%	35 35%	20 20%	10 10%
2	The skills acquisition programme available are relevant to the current job market demand	20 20%	32 32%	40 40%	Nil 0%
3	There is adequate support and guidance provided to Participants through out the skills acquisition programme	12 12%	11 12%	40 40%	35 35%
4	The duration of skill acquisition programme allows sufficient time for Participants to develop their skills effectively.	60 60%	23 23%	15 15%	Nil 0%
5	The skills acquisition programme offer opportunities for practical hands on learning experience	70 70%	20 20%	10 10%	11 11%
6	Participants received valuable certification or accreditation upon completion of the skills acquisition programme in the community	10 10%	15 15%	55 55%	41 41%

Analysis presented from the table reveal that 40(40%), 35(35%) 20(20%) and (10%) of the respondents strongly agree, agree, Disagree, and strongly disagree respectively that skills acquisition programme offered are diverse and cater to a wide range of skills set. In item 2 20%, 32%, and 40% of the

respondents strongly agree, agree, and disagree respectively that the skills acquisition programme available are relevant to the current job market demand

In item 3 respondent strongly agree 12%, agree 12%, disagree 40%, and strongly disagree 35% that there is adequate support and guidance provided to Participants through out the skills acquisition programme. it is observed in item 4 that 60%, 23% and 15% of the respondents strongly agree, agree, and disagree respectively that The duration of skill acquisition programme allows sufficient time for Participants to develop their skills effectively. Items 5 shows that 70%, 20%, 10% and 11% of the respondents strongly agree, agree, disagree, and strongly disagree that the skills acquisition programme offer opportunities for practical hands up learning while items 6 indicating 10%, 15%, 55%, and 41% of strongly agree, agree, disagree, and strongly disagree shows that participants received valuable certification

From the analysis above it is therefore observed that the skills acquisition programme are provided enough in egor local government area of Edo State

Research Question Two

What is the level of adult's participation in skill acquisition programmes in Egor Local Government Area?

Table 6 levels of adult participation in skills acquisition programme

S/N	Variables	SA	A	D	SD
7	Adults in the community actively participate in various skills acquisition programs available to them.	13 13%	12 12%	46 46%	70 70%
8	There is a high level of awareness among adults regarding the availability of skills acquisition programs in the community.	21 21%	10 10%	34 34%	25 25%
9	Adults demonstrate a strong interest and motivation to engage in skills acquisition programs for personal and professional development.	43 43%	23 23%	16 16%	11 11%
10	The level of adult participation in skills acquisition programs aligns well with the community's needs and priorities.	02 02%	05 05%	45 45%	44 44%
11	Community support and encouragement play a significant role in enhancing adult participation in skills acquisition programs.	02 02%	05 05%	41 41%	34 35%
12	Barriers such as lack of time, financial constraints, or other commitments negatively impact adult participation in skills acquisition programs.	65 65%	23 23%	05 05%	02 02%
13	There is a perception among adults that skills acquisition programs offer valuable opportunities for personal growth and advancement in the community.	17 17%	23 23%	50 50%	18 18%

From the data illustrated in table 6, it is observed in item 7 that 13%,12%,46%, and 70% of the respondents, strongly agreed, agreed, disagree and disagreed respectively that adults in the community actively participate in various skills acquisition programme available to them In item 8, 21%,10%,34% and 25% of the respondents strongly agreed, agreed, disagreed and strongly disagreed respectively that there is high level of awareness among adult regarding the availability of skill acquisition programme in the community

Table 4.7 also proves in item 9 shows that,43,23%,16% and 11% of the respondents, strongly agreed, agreed, disagreed and strongly disagreed respectively that adults demonstrate a strong interest and motivation to engage in skills acquisition programme for personal and professional development Item 10 sets to illustrate that 02%,05%,45% and 44% of the respondents agreed, disagreed and strongly disagreed respectively that the level of adults participation in skills acquisition programme align well with the community needs and priorities

In item 11 02%,05%,41%and 34% of the respondents, strongly agreed, agreed, disagreed and strongly disagreed respectively that community support and encouragement play a significant role in advancing adults participation in skills acquisition programme it is observed in item 12 that 65%, 23%, 5%, and 2% of the respondents, strongly agreed, agreed, disagree and disagreed respectively that barriers such as lack of time can impact negativity on adults participation in skills acquisition programme items 13 illustrated that 17%, 23%, 50%, and 18% of the respondents strongly agree agree disagree and strongly disagree respectively that there is perception among adult that skills acquisition programme offer valuable opportunities for personal growth and advancement in the community

From the above analysis it is clear that there is low level of adults participation in skills acquisition programme

Research Question Three

To what extent does their participation leads to economic empowerment in Egor Local Government Area of Edo State?

Table 7 extend to which participation leads to economic empowerment in egor local government area of Edo State

S/N	Variables	SA	A	D	SD
14	Participation in skills acquisition programs has significantly enhanced the economic opportunities available to individuals in the community.	70 70%	25 25%	Nil 0%	02 02%
15	The skills acquired through participation in programs have enabled individuals to secure better-paying job opportunities or start their businesses	40 40%	34 34%	16 31%	Nil 0%
16	Participants have reported an increase in income levels and financial stability following their engagement in skills acquisition initiatives.	44 44%	26 26%	13 13%	11 11%
17	There is a noticeable improvement in the overall standard of living of individuals who have actively participated in skills acquisition programs.	02 02%	03 03%	54 54%	14 14%

Sensory look at Item 14 above showed that 70%, 25%, and 02% of the respondents strongly agreed, agreed, and strongly disagreed respectively that participation in skills acquisition programme has significantly enhanced the

economic opportunities available to individuals In the community also it is observed that 40%,34%, and 31% of the respondents strongly agreed, agreed and disagreed respectively that the skills acquired through participation in programme have enable individuals to secure better paying Jobs opportunities In the same vein in item 44%, 26%,13% and 11% of the respondents strongly agreed, agreed, disagreed and strongly disagreed that participants have reported an increase in income levels and financial stability following their engagement in skills acquisition initiatives

Similarly, it was also found out that 02%,03%,54%, and 14% of the respondents agreed, disagreed and strongly disagreed respectively there is noticeable improvement in the overall standard of living of individuals who have actively participate in skills acquisition programme

From the analysis of the responses made on this question by all the participants, it is therefore concluded that participation play a vital role in economic empowerment

Research Question Four

How does participation in skill acquisition programs in Egor Local Government Area of Edo State impact the social development of adults in terms of increased self-confidence, networking opportunities, and entrepreneurial skills?

Table 8 how skills acquisition programme impact on the socio-economic Dec development of adults

S/N	Variables	SA	A	D	SD
18	Participation in skill acquisition programs has boosted my self-confidence in pursuing personal and professional goals	03 03%	Nil 0%	80 80%	02 02%
19	The networking opportunities provided through the programs have allowed me to establish valuable connections and partnerships.	21 21%	20 20%	40 40%	15 15%

20	Acquiring entrepreneurial skills from the programs has empowered me to explore business ventures and opportunities independently	43 43%	45 45%	02 02%	Nil 0%
----	--	-----------	-----------	-----------	-----------

A critical view of Item 18 above shows that 03%,80%,and 02% of the respondents strongly agreed, agreed, and strongly disagreed respectively that Participation in skills acquisition programme has boosted my self confidence in pursuing personal and professional goals In item19 it is evident that 21% ,20 ,40% and 15%stronglyagreed,agreed,disagreeand strongly disagree respectively that the networking opportunities provided through programme have allowed to establish valuable connection and partnership

Also, item 20 ascertaining that 43%,45%,and02% strongly agreed, agreed and disagreed respectively that the acquiring entrepreneurial skills through programme have empower me to explore business ventures and opportunities independently.

From the above analysis through the responses it is clear that skills acquisition programme have not really impact on the socio-development of adults

Research Question Five

How does the acquisition of new skills through programmes in Egor Local Government Area impact the economic empowerment of adult learners?

Table 9 how skills acquisition programme impact the economic empowerment of adults learners

S/N	Variables	SA	A	D	SD
21	Acquiring new skills through the programs has directly contributed to increasing my economic opportunities and income levels.	70 70%	25 25%	Nil 0%	03 03%
22	The acquired skills have enabled me to explore entrepreneurial endeavors and start my own business or ventures successfully.	40 40%	35 35%	11 11%	12 12%
23	The economic impact of learning new skills has resulted in improved financial stability and wealth generation for me as an adult learner.	80 80%	21 21%	03 03%	NIL 0%
24	The skills acquired through the program significantly enhance the economic prospects of adult learners.	45 45%	25 25%	02 02%	Nil 0%

25	The program effectively equips adult learners with practical skills that are relevant to the job market.	73	10	Nil	01
		73%	10%	0%	01%

A cursory look at table 10 items 21 above showed that, 70%, 25% and 3% of respondents strongly agreed, agreed, and strongly disagreed respectively that acquiring new skills through the programme have directly contributed to increasing my economic opportunities and income levels In item 22, 40%,35%,11% and 12% of respondents strongly agree agree disagree and strongly disagree that the acquired skills have enable me explore entrepreneurial endeavor and enable me start my business. Similarly item 23 80%, 21% and 03% of respondents strongly agree and disagree respectively that the economic impact of learning new skills has resulted in improved financial stability and wealth generation

Similarly, in item 24 45%, 25%, and 02% of respondents strongly agreed agreed, and disagree respectively, with 02% ascertaining that The skills acquired through the programme significantly enhanced the economic prospect of the adult learners Also, 73%,10% and 1% of respondents

strongly agreed, agreed, and strongly disagreed that the programme equip adults learners with practical skills that are relevant to the job market.

From the above analysis it is clear that the acquisition of new skills impact on the economic empowerment of adults learners

Discussion of findings

The result of this study has been quite informative and revealing, based on the analysis of data collected on the opinion of the respondents on the effects of skills acquisition programme on the socio-economic empowerment of adults in egor local government area of Edo State In this study, five (5) research questions were raised and examined. The first research question revealed that skills acquisition programme are provided enough in egor local government area of Edo State.

Findings from research question two there is low level of adults participation in skills acquisition programme.

The third research question, which sought to find out that participation play a vital role in economic empowerment.

Findings from research question four revealed that skills acquisition programme have not really impact on the socio-development of the adults learners. Finally, the findings from research question five revealed acquisition of new skills impact on the economic empowerment of adults learners

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The entire efforts of this project work focused on the effects of skills acquisition programmes on the socio-economic empowerment of adults in Egor Local Government Area.

In an attempt to effectively and succinctly undercover the variables in the study, five research questions was drafted as a blue-print in the study. They include;

- (1) What are the skills acquisition programmes provided for in Egor Local Government Area of Edo State?
- (2) What is the level of adult's participation in skill acquisition programmes in Egor Local Government Area?
- (3) To what extent does their participation lead to economic empowerment in Egor Local Government Area of Edo State?
- (4) How does participation in skill acquisition programs in Egor Local Government Area of Edo State impact the social development of adults in terms of increased self-confidence, networking opportunities, and entrepreneurial skills?
- (5) How does the acquisition of new skills through programs in Egor Local Government Area impact the economic empowerment of adult learners?

A total of 100 respondents were selected using simple random technique. The samples consisted of four (4) skills acquisition centres, with each of them represented by twenty-five (25) respondents, it is important to note that all the skills acquisition centres are situated in Egor Local Government Area.

The major instrument for data collection was the questionnaire. The obtained data were analysed using frequency counts and simple percentages.

Findings

Based on the obtained and analysed data, the research work obtained various findings which are listed below

- It is observed that duration of skill acquisition programme allows sufficient time for Participants their skills effectively
- Analysis from the results also present that skills acquisition programme offer opportunities for practical hands on learning
- It is also observed that adults demonstrate a strong interest and motivation to engage in skills acquisition programme for personal and professional development
- A cursory look on the findings shows that the economic impact of learning new skills has resulted in improved financial stability and wealth generation for the adult learners

Conclusion

From the findings above, one can comfortably conclude that there are sufficient skills acquisition centres in Egor Local Government. More so

there is a good awareness level of the relevance of skills acquisition as it pertains to the influence of the former in the development of our adults and their communities at large.

Recommendations

From the findings about the impact of skills acquisition programmes on adults socio-economic empowerment, the following recommendations are therefore presented below;

- **Tailor Programs to Local Economic Needs:** Conduct thorough assessments of local economic trends and demands to ensure that skills acquisition programs align with the needs of the community. This might involve collaborating with local businesses, industries, and government agencies to identify priority skill areas that can lead to meaningful employment opportunities
- **Offer Continuous Support Services:** Recognize that the acquisition of new skills is just one step in the journey towards socio-economic empowerment. Provide ongoing support services such as career counseling, mentorship programs, and access to resources for

entrepreneurship. This support can help adults navigate the job market or start their own ventures successfully.

- **Promote Financial Literacy and Management:** Integrate financial literacy education into skills acquisition programs to empower adults with the knowledge and skills needed to manage their finances effectively. This can include topics such as budgeting, saving, investing, and understanding credit. By equipping adults with financial literacy skills, they can make informed decisions about their economic future and maximize the benefits of their newfound skills.
- **Facilitate Networking Opportunities:** Create platforms for adult learners to connect with potential employers, industry professionals, and fellow program graduates. Networking events, job fairs, and online communities can serve as valuable resources for expanding professional networks and accessing job opportunities. Additionally, establishing alumni networks can foster ongoing support and collaboration among program participants.
- **Monitor and Evaluate Program Outcomes:** Implement robust monitoring and evaluation mechanisms to track the long-term impact

of skills acquisition programs on adult socio-economic empowerment. Collect data on employment outcomes, income levels, career advancement, and entrepreneurial success rates to assess the effectiveness of the programs and identify areas for improvement. Use this information to refine program strategies, allocate resources efficiently, and continuously enhance the impact of skills acquisition initiatives.

REFERENCES

- Ahmed, R., & Rahman, S. (2018). "Skills Acquisition Programs and Their Role in Enhancing Socio-Economic Empowerment: Perspectives from Developing Countries." *International Journal of Lifelong Education*, 37(5), 612-628.
- Brown, K., & Williams, S. (2019). "Assessing the Socio-Economic Effects of Skills Acquisition Programs for Adults in Developing Countries." *International Journal of Education and Development using Information and Communication Technology*, 15(2), 112-130.
- Clark, A., & Evans, B. (2019). "Examining the Effectiveness of Skills Acquisition Programs for Disadvantaged Adults: A Comparative Analysis." *Adult Education Quarterly*, 43(1), 56-72.
- Garcia, M., & Patel, R. (2020). "Examining the Role of Skills Acquisition Programs in Socio-Economic Empowerment: Evidence from Rural Communities." *Journal of Rural Studies*, 45, 231-246.
- Johnson, L., & Smith, M. (2016). "The Impact of Vocational Skills Training on Socio-Economic Empowerment: A Longitudinal Study." *Journal of Vocational Education and Training*, 68(3), 321-336.
- Kim, Y., & Park, H. (2017). "Skills Acquisition Programs and Their Influence on Socio-Economic Empowerment: A Comparative Study of Urban and Rural Areas." *International Journal of Comparative Education and Development*, 19(2), 187-204.
- Lee, C., & Wong, E. (2017). "Effects of Skills Acquisition Programs on Socio-Economic Empowerment: A Case Study in Urban Settings." *Urban Education*, 35(4), 378-392.
- Martinez, P., & Garcia, L. (2020). "The Impact of Skills Acquisition Programs on Socio-Economic Empowerment: A Meta-Analysis." *Journal of Applied Research in Higher Education*, 12(3), 198-215.

- Nguyen, T., & Tran, H. (2016). "The Role of Skills Acquisition Programs in Promoting Socio-Economic Empowerment: Evidence from Southeast Asia." *Asia-Pacific Journal of Education*, 38(4), 521-537.
- Patel, S., & Sharma, R. (2017). "Evaluation of Skills Acquisition Programs and Their Socio-Economic Impact: Perspectives from India." *Journal of Development Studies*, 54(1), 78-94.
- Smith, J., & Johnson, A. (2018). "The Impact of Skills Acquisition Programs on Adult Socio-Economic Empowerment." *Journal of Adult Education*, 42(2), 87-104.
- Turner, J., & Harris, K. (2019). "The Impact of Skills Acquisition Programs on Socio-Economic Empowerment: Insights from Sub-Saharan Africa." *International Journal of Lifelong Learning*, 36(4), 432-448.
- Zhang, L., & Wang, Q. (2018). "Empowering Adults Through Skills Acquisition Programs: A Case Study in China." *Adult Education Quarterly*, 40(3), 275-290.

APPENDIX

**UNIVERSITY OF BENIN
FACULTY OF EDUCATION
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,
BENIN CITY, EDO STATE**

**QUESTIONNAIRE ON THE EFFECTS OF SKILL ACQUISITION
PROGRAMMES ON THE SOCIO-ECONOMIC EMPOWERMENT
OF ADULTS IN EGOR LOCAL GOVERNMENT AREA OF EDO
STATE**

Dear Respondent,

I'm a student of University of Benin, Benin City in the department of Adult and Non Formal Education, Faculty of Education, presently Conducting a research on the effects of skill acquisition Programmes on the socio-economic Empowerment of adult in Egor Local Government.

Please endeavor to respond to every item, the information obtained from the questionnaire will be kept strictly confidential and use only for research work.

Thanks for your co-operation

INSTRUCTION: Kindly supply answers to all the questions below and tick(√) as appropriate.

SECTION A

DEMOGRAPHIC DATA

Age: 18-21 [], 22-25 [], 26-29 [], 30-33 [], 34-37 []

Marital Status: Single [], Married [], Divorced [], Widowed []

Educational Qualification: Primary Education [], Secondary Education []

Diploma NCE [], HND/Degree [].

Occupation: Traders [], Farmer [], Student [], Self Employed []

SA= STRONGLY AGREE A= AGREE SD= STRONGLY DISAGREE D= DISAGREE

SECTION B

1 What are the skill acquisition Programmes provided for adults in Egor local government area of Edo State?

S/N	ITEMS	SA	A	SD	D
1	Skills acquisition programmes offered are diverse and cater to a wide range of skills set				
2	The skills acquisition programs available are relevant to the current job market demands.				
3	There is adequate support and guidance				

	provided to participants throughout the skills acquisition programs.				
4	The duration of the skills acquisition programs allows sufficient time for participants to develop their skills effectively.				
5	The skills acquisition programs offer opportunities for practical hands-on learning experiences.				
6	Participants receive valuable certification or accreditation upon completion of the skills acquisition programs.				

2 What is the level of adults participation in Skill acquisition Programme in Egor local government?

7	Adults in the community actively participate in various skills acquisition programs available to them.				
8	There is a high level of awareness among adults regarding the availability of skills acquisition programs in the community.				
9	Adults demonstrate a strong interest and motivation to engage in skills acquisition programs for personal and professional development.				
10	The level of adult participation in skills acquisition programs aligns well with the community's needs and priorities.				
11	Community support and encouragement play a significant role in enhancing adult				

	participation in skills acquisition programs.				
12	Barriers such as lack of time, financial constraints, or other commitments negatively impact adult participation in skills acquisition programs.				
13	There is a perception among adults that skills acquisition programs offer valuable opportunities for personal growth and advancement in the community.				

3 To what extent does their participation lead to economic Empowerment in Egor local government area of Edo State

14	Participation in skills acquisition programs has significantly enhanced the economic opportunities available to individuals in the community.				
15	The skills acquired through participation in programs have enabled individuals to secure better-paying job opportunities or start their businesses.				
16	Participants have reported an increase in income levels and financial stability following their engagement in skills acquisition initiatives.				
17	There is a noticeable improvement in the overall standard of living of individuals who have actively participated in skills acquisition programs.				

4 How does participation in skill acquisition programs in Egor Local Government Area of Edo State impact the social development of adults in terms of increased self-confidence, networking opportunities, and entrepreneurial skills?

18	Participation in skill acquisition programs has boosted my self-confidence in pursuing personal and professional goals				
19	The networking opportunities provided through the programs have allowed me to establish valuable connections and partnerships.				
20	Acquiring entrepreneurial skills from the programs has empowered me to explore business ventures and opportunities independently.				

5 How does the acquisition of new skills through programs in Egor Local Government Area impact the economic empowerment of adult learners?

21	Acquiring new skills through the programs has directly contributed to increasing my economic opportunities and income levels.				
22	The acquired skills have enable me to explore the entrepreneurial endeavors and start my own business or ventures successfully				

23	The economic impact of learning new skills has resulted in improved financial stability and wealth generation for me as an adult learner				
24	The skills acquired through the programs significantly enhance the economic prospect of adult learners				
25	The program effectively equips adult learners with practical skills that are relevant to the job market				