

SKILLS ACQUISITION AND JOB CREATION AMONG WOMEN IN EDO STATE

BY

Isoken Irene OGIERIAKHI

PG/MGS/1714799

DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN

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**A THESIS PRESENTED TO THE DEPARTMENT OF BUSINESS
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MAY, 2021.

DECLARATION

I, **Isoken Irene OGIERIAKHI** hereby declare that this thesis is entirely my own work and composition. The work embedded in this thesis has not been submitted in candidature for any degree and is not concurrently being submitted for any other degree. All references made to works of other persons have been duly acknowledged.

.....
OGIERIAKHI, Isoken Irene
(Student)

.....
Date

CERTIFICATION

We certify that this thesis titled “**Skills Acquisition and Job Creation Among Women in Edo State**” was carried out by **Isoken Irene OGIERIAKHI**, in the Department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City.

.....
Prof. E.P. Oseyomon
(Supervisor)

.....
Date

.....
Dr. D. O. Ogbeide
Ag. Head of Department

.....
Date

ATTESTATION

We the undersigned hereby attest that **Isoken Irene OGIERIAKHI** has effected and done all the necessary and required corrections as recommended by the external examiner and internal examiner in this thesis titled “**Skills Acquisition and Job Creation Among Women in Edo State**”.

.....
Prof. E.P. Oseyomon
(Supervisor)

.....
Date

.....
Prof. E.P. Oseyomon
(Internal Examiner)

.....
Date

.....
Dr. D. O. Ogbeide
Ag. Head of Department

.....
Date

.....
Prof. Joel Obayagbona
Faculty Representative
College of Postgraduate Studies

.....
Date

DEDICATION

This research work is dedicated to God Almighty for His love and mercies and for making it a reality for me to complete the Master of Philosophy Degree in Business Administration. I also, dedicate this work to the memory of my late brothers Francis Equagie OGBOMO and Emmanuel Enoma OGBOMO who inculcated the value of education in me at my little age. I say thank you and the light is still burning in me. Remain in the bosom of the Lord until the resurrection morning.

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ABSTRACT

This study investigated skill acquisition and job creation among women in Edo State. The specific objectives were to examine the relationship between technical skills, creative skills, vocational skills and entrepreneurial skills with job creation among women in Edo State. It was a field survey and a total of five hundred and sixteen (516) women constituted the population size and the same 516 as the sample size for the purpose robust results and generalisation. The main research instrument employed was questionnaire administration and data collected were analysed using descriptive statistics and least square regression method. The study found that technical skills, creative skills, vocational skills and entrepreneurial skills all have significant positive relationship at p-value of 1%, 1%, 2%, and 3% respectively with job creation among women in Edo state. The study therefore recommended that government should provide the enabling environment and financial assistance to entrepreneurs especially to women with different creative, technical and entrepreneurial skills in order to promote job creation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the years, the issue of skills acquisition as could enhance job creation in a country has attracted considerable attention among academics, government, non-governmental organisations (NGOs) and business practitioners. The increasing need for skills acquisition was necessitated by growing concern of unemployment and poverty in the country and the need to reduce it by way of job creation. Many countries of the world have come to realize the importance of skills acquisition in economic development through creativity, innovation, job creation and contribution to gross domestic product (Ekpe&Razak, 2016). Federal government has initiated various skills acquisition and development programmes to encourage women to venture into enterprise creation. Previous governments in Nigeria had tried to solve problems of poverty and unemployment in the past through various programmes like Better Life for Rural dwellers women, Operation Feed the Nation, Green Revolution and Mass Mobilization for Rural Women, National Open Apprenticeship Scheme (NOAS) etc. The federal government also established National Directorate of Employment (NDE) to help in mobilising male and female in acquiring skills and vocational activities.

Skill acquisition is a socio-economic process whereby trainees acquire the skills inherent in the family and skilful people around them. Skills acquisition provides opportunity to promote job creation and balanced economic growth and development (Iyaji, Achoba & Kolawole, 2018). Skills acquisition is empowering as it has the potential of developing human resources through traditional and modern apprenticeship in trades and occupation. Women entrepreneurial activities predominate in the Informal sector and Informal sector activities make a significant impact and contribution to the economic development of the

country and economic prosperity (Oluwatoyin, 2013). Although, record does not capture the percentage of women in entrepreneurship in Nigeria, their entrepreneurial activities especially in Agriculture, services and industry abound. The female share of entrepreneurial activities in sub Saharan Africa which Nigeria belongs accounts for over 44.3% in Agriculture, over 28.2% in Industry and over 46.9% in services in 1996 to 2013(Ilo, 2007; Oluwatoyin, 2013). Ezekwesili, (2007) posits that the citizens especially women of a nation must be appropriately and adequately skilled before they can fight unemployment and poverty.

Women entrepreneurship in developing economies like Nigeria accounts for a substantial portion of economic production and trade because women entrepreneurship is not new in Nigeria. With the current economic challenges and advancement in the world, lots of women are moving into different trades for the purpose of survival and job creation (Ateboh-Briggs & Sam-Egbuson, 2018). Technical, managerial, personal and entrepreneurial skills can provide employment for idle women. Such skills in technical and entrepreneurial areas include carpentry, bricklaying, welding, fabrication, typing, poultry, fishing, piggery, baking, sewing and soap production (Eze, 2013). Women who acquired skills like that of entrepreneurial skills are common in area tailoring, catering services, decorations, and so on. However, these have not achieved reasonable result because while job creations were growing at arithmetic progression, female graduates turnouts from our increasing tertiary institutions were growing at geometric progression. The issue of joblessness was further aggravated by what women to offer. Nigeria education system as inherited from colonial master does not equip our graduates with the skills needed to create jobs, but tailored towards white collar jobs seeking (Nwadiana, 2011).

Every unemployed person must make up their minds to despise shame to go for extra skills acquisition with the intent of overcoming unemployment. Okechukwu (2009) opines

that employment creation and boosting income opportunity are some of Nigerian's challenges today. Although government has been the major employer in Nigeria's formal sector, the development of the economy and the growth of employment opportunities actually depend on the investment decision of the private sectors made up mainly of the major corporate investors and medium scale businesses. This infers that government alone has never been able to meet up with the employment needs of her citizenry hence a need for skill acquisition to cushion the gap. Entrepreneurial skills as an important way forwards in creating enough jobs for our teeming youths especially females with our abundant natural resources and talents. This study seeks to investigate skill acquisition and job creation among women in Nigeria.

1.2 Statement of the Research Problem

Creation of job is for the purpose of giving employment opportunity to the unemployed. Unemployed people do not have jobs, and have actively been looking for work and are currently available for employment. Also people who were laid off temporarily and waiting to be called back to that job are included in the unemployment statistics. In Nigeria in particular, uncountable number of people are looking for jobs (Ekpe&Razak, 2016). Today, most women lack the prerequisite practical experience and skills needed to take up pay employment, talk less of demonstrating initiatives or skills acquired to generate or create jobs. The problems created by inadequate job creation ranges from idleness, gossiping, stealing, robbery, prostitution, money launderings, political thuggery, insurgency, kidnapping, cultism, and many more(Chiekezie, Nzewi & Iyekekpolor, 2016). Some women who seem to be physically strong will prefer to be idle and engage in gossiping instead of engaging in any form of skills that facilitate job creation. The consequence is frustration expressed through various vices that constitute insecurity in the country. Joblessness is further compounded by the fact that a good number of women closed down their trades or small businesses due to

inadequate managerial and personal skills, poor understanding of the market, poor infrastructural services, lack of clear and suitable technical and marketing skills strategies (Chiekezie, et al., 2016).

However, most studies on skills acquisition in relation to job creation are from developed countries, while few were from developing countries like Nigeria. The closely related studies from Nigeria include: Oluwakemi, Olawale and Ayedun (2018) study was on entrepreneurial skills' acquisition and employment generation among polytechnic graduates in South West, Nigeria and revealed that entrepreneurial skills acquisition increases job orientation, job creation and self-employment; Iyaji, et al(2018) examined the role of vocational skills acquisition in reducing unemployment among architecture graduates in Nigeria and showed that it is a fertile avenue for creating employment in Nigeria. Oluwatoyin (2013) investigated Capacity Building and Skill Development among Female Entrepreneurs in Ido zone, Nigeria and found that capacity building /skill development contributed significantly to their socio –economic empowerment. Chiekezie, et al., (2016) study investigated the influence of entrepreneurial skill acquisition on job creation in Benin City Metropolis, Nigeria and established that acquisition of entrepreneurial skills is an indispensable means of making jobs available in Benin City, Nigeria. To the best of the researcher's knowledge, studies from Nigeria have not combined technical, creative, vocational and entrepreneurial skills as proxy for skills acquisition on creation with emphasis on Edo South Senatorial district of Edo State. This is the gap in knowledge which this study desires to fill.

1.3 Research Questions

Arising from the background, the following specific questions are asked which this study will answer,

- (1) To what extent does technical skills influence job creation among women in Edo State?

- (2) How does creative skill influence job creation among women in Edo State?
- (3) To what extent does vocational skills influence job creation among women in Edo State?
- (4) What is the effect of entrepreneurial skills job creation among women in Edo State?

1.4 Objectives of the Study

The main objective of this study is to investigate skills acquisitions on job creation among women in Edo state. The specific objectives are to:

- (1) examine the extent to which technical skills influence job creation among women in Edo State.
- (2) ascertain the influence of creative skills on job creation among women in Edo State.
- (3) examine the effect of vocational skills on job creation among women in Edo State.
- (4) determine the extent entrepreneurial skills influence job creation among women in Edo State.

1.5 Statement of Hypotheses

This study is guided by the below hypotheses as stated in null form

H0₁: Technical skills have no significance influence on job creation among women in Edo state.

H0₂: Creative skills have no significant influence on job creation among women in Edo State.

H0₃: Vocational skills have no significant effect on job creation among women in Edo State.

H0₄: Entrepreneurial skills have no significant influence on job creation among women in Edo State

1.6 Scope of the Study

This study investigates skill acquisition and job creation in Edo state. It will specifically examine women in area of technical skill, entrepreneurial skills, managerial and personal skill in relation to job creation. Due to wide spread of women across in Edo state, emphasis will be on women with skills acquisition in Edo state south senatorial district. The Edo south senatorial district includes Egor, Oredo, Ikpoba Okha, Ovia South West, Ovia North East, Orhiomwon and Umunwode Local Government Areas. The choice of Edo South Senatorial district is that the Senator representing the district was empowering women and to engage in different entrepreneurial skills. It is an ex post facto type of study and time frame for the year 2020. The choice of this period was necessitated by the series of enlightenment by government and NGOs in the local government on the need for a woman to be independent but should engage in any trade to support the family.

1.7 Significance of the Study

This study attempts to explore the need to equip the women with necessary skills for tapping and transforming the available resources in the environment instead of waiting for government intervention in job creation. The need to reduce unemployment and poverty alleviation necessitated the issue of skills acquisition on job creation. Outcome of this study will form basis for policy formulation and implementation in different dimension of human endeavours in area of job creation and entrepreneurship intention. Consequently, a study of this nature will help aggravate more interest on activities that facilitate programmes and interest in job creation for increasing youths in Nigeria. The empirical nature of the study will help them to provide incisive basis for decision making and also bring to the fore the factors that must be addressed in order to improve skills acquisition and job creation.

However, this study will be of immense benefit when it is completed and published in any international, national or local journal especially in areas of contributions to knowledge

and consequently for decision making when the need is required. The study will also be useful to different people in various ways like:

- (a) The study will also be useful to government and other regulatory agencies in the formulation of policies capable of fostering efficiency in vocational and entrepreneurial programmes that will promote employment.
- (b) This study will assist small scales and petty trades on the need to improve on their personal skills, entrepreneurial skills, managerial skills and technical skills. .
- (c) The study will also be useful to other researchers who are interested in conducting further research in this area especially when this study is completed and published in University library for the interest of students. The study will provide a good background for other researchers.

1.8 Limitations of the study

This study is faced with the following constraints

- (1) The study focused on only one senatorial district of six Local government Areas of Edo state. This makes it difficult for generalisation of result.
- (2) Most of the respondents or women did not exceed secondary school. This makes it very difficult to get independent respondents. Because of their level of education, questionnaires administered are being treated levity and contempt with the believe that it is meant to probe into their activities. This as well makes it difficult not to retrieve some questionnaires.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on review of related literature. Issues examined include concept of job creation, skills acquisition, relationship between skills acquisition and job creation, review of theories, empirical studies and summary of review gap.

2.2 Conceptual Review

2.2.1 Job Creation

The issue of job creation arises to give employment to qualified jobless persons. In this case people or persons that are qualified to work are unemployed. Adebayo (2013) defines unemployment as the condition or situation where person or group of persons are without jobs. It also relates to the number of economically active population who is without work but available and seeking work, including people who have lost their jobs and those who have voluntarily left work. Osakwe (2013) explained that, unemployment exists when a fit and eligible individual or group of individuals do not have a job or work to do for some compensation. Unemployment as defined by Amadeo (2018) is as published by the bureau of labor statistics as “people who do not have jobs, and have actively been looking for work in the past four weeks and are currently available for employment. Also people who were laid off temporarily and waiting to be called back to that job are included in the unemployment statistics.” The state of the unemployed is often palpable, frustrating, despicable and elusive that no one wants to be a victim of it.

According to Webster’s dictionary (2004), “unemployment literally applies to all persons without work. It also means individuals able to work and is actively looking for work”. People looking for work are actually agile and qualified and have been looking for somebody to engage them but none. Youth restiveness and development challenges

prevalent in the country observed that “three quarters of crime is committed by young men who are jobless and become readily disposed to social vices”(Asiodu, 2018). Before then person without work were indiscriminately described as unemployed regardless of the reasons. Children, disabled adults, and the aged for example were counted. In Nigeria and other developing nations unemployment is often related to people who have attained some levels of education and yet could not get anyone to employ the services they are able to offer. Unemployment problem seem be as for long all effort made to curb the evil of unemployment by various governments have failed due to many factors especially as economy keeps melding down and population is persistently on the increase. That is why as an individual even before you starts an academic programme today; you should make up your mind to plan for extra skills to make you self-reliance after the days of academic training, which is the only practical way of dealing with evils of unemployment (Amadeo, 2018). Job creation is the ability to provide or establish a task or duty or work or job that can give employment to the job seekers or unemployed.

2.2.2 Skill Acquisition

Skill acquisition is a process whereby a person obtains or learns a particular skill or type of behavior needed for business through training or education in order to identify and exploit entrepreneurial opportunity for self-employment (Amadi, 2012; Chukwunenye & Igboke, 2011; Samian & Buntat, 2012). Adeyemo (2010) described skill as a quality of performance that does not rest totally upon persons innate capacities but which must be developed through training, practice and experience. In other words, skill stresses the flexibility with which a skilled operator reaches a given end on different occasions according to precise circumstances (Oluwakemi, Olawale, Adetunji, Qudus & Ayedun, 2018). Skill acquisition is a magnificent idea to ensure that people like women and men cease to be job seekers but job and wealth creators (Anyadike, Emeh&Ukah, 2012). Skill acquisition in most cases is aimed towards becoming an entrepreneur. It also helps entrepreneurs to acquire self-

confidence, self-esteem and participate in decision making at household and community levels (Rufai et al., 2013).

Skill acquisition could lead to business opportunities and impact on entrepreneurship (Emaikwu, 2011). However, it must be emphasised that even though basic human capacities are not sufficient to produce skills, they form the necessary basis of their development (Bayon, Vaillant&Lafuente, 2015). The issue of skill acquisition is related to entrepreneurial development. Exploitation of entrepreneurial opportunity also depends on the entrepreneur's level of skills acquired which could be through training, work experience and social network (Shastri&Sinha, 2010). Training produces prior experience which leads to preparedness for entrepreneurial activity (Shane, 2003). Skill acquisition is a vital source of developing human capital (Brana, 2008; Ikegwu, 2014).

Rufai, Abdulkadir, Abdul (2013) and Dasmani (2011) state that most people whether graduates or not could not create job or get employment because they possessed low skills and low self-confidence required by industries since there was no industrial exposures while in school. Skill acquisition could lead to entrepreneurial activity or self-employment (Amadi, 2012; Salman, 2009; Stohmeyer, 2007).

2.2.3 Relationship between Skills Acquisition and Job Creation

Skills acquisition involves a process of human capacities building through formal and informal training inculcating skills like entrepreneurial skills, technical skills, creative skills, vocational skills, intellectual skills, marketing skills, communication skills and technological skills which are essential for job creation. Skill acquisition by found to have positive effect on entrepreneurial activity in Nigeria (Ebong et al., 2011; Ekpe& Mat, 2012; Ibru, 2009; Ikegwu, 2014). Skill acquisition training was found to have positive effect on entrepreneurial activity in France (Brana, 2008). Skill acquisition training had positive impact on entrepreneurial opportunity in Germany (Stohmeyer, 2007). For the purpose of this study, the following skills

acquisitions like technical, creative, vocational and entrepreneurial skills are examined in relation to job creation.

2.2.3.1 Technical Skills and Job Creation

Technical Skills are those skills necessary to produce the business product or service (McKinsey Global Institute (MGI, 2017). Technical skills are practical, and often relate to mechanical, information technology, mathematical, or scientific tasks. Some examples include knowledge of programming languages, mechanical equipment, or tools. In addition to the technical skills that are needed in the workplace, your command of job-specific skills can help ensure you get hired or promoted (Sungsup, Unika, Khatiwada, Seung & Kibum, 2019). Sandvik (2013) noted that required technical skills vary based upon the job for which one is applying as such one is expected to be specific when listing hardware, software, programs, applications, etc.

Depending on the job you seek, a batch of skills can be referred to as a skill set or hybrid skills, as these skills often go together within a specific profession or industry(Sandvik, 2013). Being able to code, and to understand multiple programming languages, will make one a strong candidate in many jobs. Several of the key technical skills sought in information technology (IT) job candidates include: applications; certifications; coding; hardware; implementation; maintenance; network architecture; network security; networking; programming; restoration; security; servers; software (Bessen, 2017). Technical skills can help one work more efficiently, boost your confidence and make you a more valuable candidate for employers (Jong &Vermeulen, 2006). Okenwa and Oraka, (2017) indicated that a woman who has a technical skill is often more confident when applying to certain industries than those who don't. In addition, employees with a technical skill are often better at multitasking in a challenging and complex role. Arntz, Gregory, and Zierahn (2016) estimate the impact of automation on jobs in the US using a task-based approach, and find that only

9% of jobs are at risk of automation. Bessen (2017) showed that computer use among women can create job for them and automatically bring about reduction in an unemployment situation among them.

2.2.3.2 Creative Skills and Job Creation

The early concept of creativity in economic development and entrepreneurship was popularized by Joseph Schumpeter, a German economist. Innovation comprises the elements of creativity, research and development (R&D), new processes, new products or services and advance in technologies (Lumpkin & Dess, 2011). Creativity plays an important role not only for large firms, but also for SMEs (Jong & Vermeulen, 2006; Anderson, 2009). Sandvik (2013) argues that creativity is one of the most important competitive weapons and generally seen as core value capability for job creation. Creativity is also considered as an effective way to improve firm's productivity due to its avenue in employment of those with creative skills (Lumpkin & Dess, 2008). Creativity involves a perceptual response to the environment which may induce a high or low frequency of creative endeavour. The term 'creative intensity' was used by Morris (2012) to illustrate the combined effects of the degree and frequency of creative behaviour at the individual, organisational or societal levels. Individual creativity within an organisation contributes to overall competitive advantage and organisational innovation, while teams or groups of creative individuals increase this advantage further (Hirst 2014). The contribution of creativity to today's changing economies makes it central to business, scientific and social endeavour. Creativity is also viewed as a central element in problem solving and there are a number of ways in which creative thinking can facilitate decision making. In an investigation of artist versus market orientation, it has also been shown that creativity for creativity's own sake can result in profitable outcomes (Fillis 2006). The importance of creative skill is described by Roberts and Amit (2003) as a means leading to a competitive advantage and superior profitability. Innovation would appear in product, process, market, factor and organisation (Kao, 2011). Creativity allows the organisation to

take advantage of opportunities which develop as the result of changing environmental conditions (Shalley. 2014).

A preliminary analysis identifies creativity as showing imagination and originality of thought in moving beyond everyday thinking. It can be characterised by stretching or even breaking the rules of convention, with even the smallest departure from the norm being deemed creative. Young (2016) defines creativity as the actualising of our potential, involving the integration of our logical side with our intuitive side. It can involve an advance in thought but may also retain links with the past. Ford and Harris (2012) believe it to be a modifiable and deliberate process which exists to some degree in everybody. Fillis and Rentschler (2006) view creativity as being able to do imaginative and non-routine things while also building on tradition to achieve profitable outcomes. Hunter (2007) view creativity as emerging from an interaction between the individual and the situation, facilitated by an appropriate environment or climate.

Creativity has a diverse research base which can be highly complex (Mumford & Gustafson 2012). Creativity research has implications for teaching and learning, and has been informed by disciplines such as psychometrics, cognitive psychology, historiometrics, biology and contextual studies (Petrowski 2010). So important is the impact of creativity on our lives, that a call has been made for the establishment of a Creativity University, focusing on the teaching and nurturing of the art and skills of creativity (Duderstadt 2012). Okenwa and Oraka (2017) observe that creativity is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation is the basis of development. In effect, creative skill is about construction of ideas or products which are new and potentially useful such that the acquired skill can lead to job creation.

2.2.3.3 Vocational Skills and Job Creation

Vocational skills are skills acquired from training in the world of works Skills acquired to be versatile in various fields. Some core schemes and programmes of government include the National Youth Employment Programme, Small Scale Industries and Graduate Programme, Agricultural Sector Employment Programme Special Public Works Programme, Youth Employment and Vocational Skills Development Programme, and Rural Employment Programme were designed to assist in solving unemployment situations of young people (Akintoye, 2008; Adebisi& Oni, 2012). Omofonmwan and Chukwuedo (2013) explain that Vocational Skills Development Programme is meant to provide vocational and technical skills to unemployed graduates and non-graduates. Vocational and technical education, therefore, needs to offer a variety of basic skills to trainees. This will enable those trainees to transfer skills from one situation to another when the need occurs. Vocational and technical education can offer a source of quality living by teaching job skills, family living skills and individual skills (Boateng, 2012).

Okolocha, and Baba (2016) state that country's increasing unemployment has helped to highlight the need for encouragement of apprenticeship vocational and technical education. Informal apprenticeship scheme and vocational education deliver meaningful and relevant programs to learners with future employment as the goal or job creation. Ogundele, Akingbade and Akinlabi (2012) explain that Vocational and Technical Education play the role of improving the economic situation of Nigeria through production and distribution of goods in different areas of specialization. Ekpenyong (2011) notes that federal government organization and agent effort toward the development of vocational skills was as a means to reducing youth and graduates unemployment by way of enhancing job creation. Vocational skill acquisition is identified as one of the ways out of unemployment or to create job for unemployed.

2.2.3.4 Entrepreneurial skill and Job Creation

Entrepreneurial skills as capitalist qualities which help to recognize money-making opportunities, gather resources, assume risks through the imitation of actions, organized and manages these resources to exploit the opportunities so identified (Schumpeter, 1939; Anyakoya, 1995). Henry (2003) viewed entrepreneurial skill as the engine driving the economy of nations, creating new industries, young entrepreneurs, employment and wealth. Again, in the view of Agbionu (2008), entrepreneurial skill involves a process aimed at creating wealth for the purpose of growth. Duru (2011) defines entrepreneurial skill as the process of identifying an opportunity related to needs satisfaction and converting it to a product or service of value. It can also mean the process and activities undertaken by entrepreneurs directed at capturing value associated with business opportunities. It can be seen as a processes driven by the desire innovate, that is producing new things (goods and services, processes and approaches) or improving on existing ones, and profiting from it. According to Duru (2011) early scholars described entrepreneurial skill from the perspective of functions of an entrepreneur, which include as an inventor, imitator, innovator, or more appropriately as a calculated risk taker. In designing an organisation, capital, land, material and labour are important factors to be considered. The most important factor is labour or innovation of the entrepreneur. (Cooney 2012) This entrepreneur occupies a unique position of determining the right mix of these four factors of production to yield maximum and efficient results. Entrepreneurial skills are necessary for the survival of any organization.

Entrepreneurial skill according to Anho (2014) is associated with various activities, but not limited to innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self-confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering, energy for hard work, adjustment to challenges and future looking.

Entrepreneurial skills help to create and develop enterprise in various areas (Ewubare, 2010). In similar vein entrepreneurial skills is associated with various activities such as; innovation, imitative, creativity resourcefulness, need achievement driven, profit oriented persistent and persevering, adjustment to challenges and future looking (Anho, 2011). Entrepreneurial skill is a practice and discipline and like any discipline, it can be learned. Entrepreneurial skill process occurs over a period of time and requires the active involvement of entrepreneurs (Cooney, 2012). Entrepreneurial Skills, which involve recognizing economic opportunities and acting effectively on them. Odia and Odia (2013) posit that entrepreneurial skills acquisition can be obtained through various avenues such as: attending entrepreneurial training classes, development programme seminars and workshops. Entrepreneurial skills include perception of business opportunities where others do not, searching for change, responding to it and exploiting it as an opportunity. Gujrati (2013) sees entrepreneurial skill as an important mechanism for economic development through employment, innovation and welfare effects.

The awareness of the need for entrepreneurial skill training and supports in order to stimulate entrepreneurial activity and reduce business failure have been increased among stakeholders in the industry, business and government of many countries because entrepreneurs could be born or made (Abdullah, Osman & Rahim, 2009). Gujrati (2013) indicates that entrepreneurial skill is the core engine of a virtuous cycle that develops an economy and that successful entrepreneurs, through their breakthrough technologies and rapidly growing business, create new wealth that can generate greater job opportunity and economic growth. Maina (2013) showed that entrepreneurship opportunities and challenges assist in employment in Nigeria. Duru (2011) stated entrepreneurial skills create the required manpower and skills necessary for accelerated growth, reduce unemployment and poverty. Odia and Odia (2013) found that entrepreneurial skill education is necessary in meeting the present day reality of provision of job opportunities. Cooney (2012) found that entrepreneurs

must be motivated to grow the business and must be provided with increased access to networks, finance and international markets. Anho (2014) examined entrepreneurial skills and found that entrepreneurial skills acquisition goes beyond training and education but are imperative for job creation. Ediabonya (2013) found out that entrepreneurial skills acquisition will help to check high dependency ratio (ratio of dependent population on working population).

2.4 Theoretical Framework

This study examines the following theory.

2.4.1 Entrepreneurial Event Theory

This theory was propounded by Shapero and Sokoi (1982). It addresses how social-cultural factors interact to shape the setting up of a business through the influence on the perception of the individual. Entrepreneurship as available options are driven by external factor. The state of mind is the context for the intention of the individual and it directs the individual attentions at a point, consequently experiences and actions towards specific objects. Intention is an independent faculty of the mind manifested in attention and holding the intended image in the mind and consistently. Human behavior can be understood from the perspective of the individual intentions. Literature documents that one consistent predictor of human behavior is the individual intention, especially planned behavior (Krueger, Reilly & Carsund, 2000). In this framework, it can help build a “virtuous circle” in which the quality and relevance of skills acquisition for women and men fuels the innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs, but also more productive jobs.

2.4.2 Dreyfus Skill Acquisition Theory

This theory was initiated by Dreyfus and Dreyfus. The notion of this theory was that issue of skill acquisition undergo several stages The designer of training aids and courses must at all

times be aware of the developmental stage of the student, so as to facilitate the trainee's advancement to the next stage, and to avoid the temptation to introduce intricate and sophisticated aids which, although they might improve performance at a particular level, would impede advancement to a higher stage, or even encourage regression to a lower one.”

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Novice	Competence	Proficiency	Expertise	Mastery
§Task has context free features	Situational components	Exposed to whole	Intuitive appropriate actions	Automaticity
Non-situational	Aspect recognition (recurrent patterns)	Maxims” or memorized principles	Uses rules, guidelines, maxims	Intuitive response
General rules or principles	Guidelines for action	Judges importance of salient aspects	Appropriate responses to context	Minimal mental effort required
Requires monitoring				In the zone

Source: Dreyfus and Dreyfus, 1980

2.4.3 Entrepreneurship theory

Entrepreneurship theory was initiated by Schumpeter in 1934(Schumpeter,2011). The theory is concerned with entrepreneurship development and skills acquisition for opportunity discovery. The theory consists of opportunity discovery, evaluation of the opportunity and the decision to exploit the opportunity to create job for the unemployed. Other elements of the theory include self-employment, business operation and performance. The theory highlights four operational measures of performance which are survival, growth, profitability/income, and experiencing initial public offering. Survival refers to continuation of entrepreneurial activity while growth refers to increase in the venture’s sales and employment. Profitability refers to new surplus of revenue over cost while experiencing initial public offer refers to the sale of stock to the public (Rissman, 2006). Opportunities are created by the institutional or

external environment for those entrepreneurs who could identify them to start or improve their business and subsequently, their welfare (Shane, 2003). Entrepreneurs' ability to identify and tap such opportunities differs among entrepreneurs. It also depends on their ability to access information and willingness to act upon the information in terms of risk; that is their attitude (Shane, 2003). Individual attributes affect discovery of entrepreneurial opportunity. Changes in the business environment such as economic, financial, political, legal, and sociocultural factors also affect discovery of opportunity (Rissman, 2006). For example, the income level of the entrepreneur, capital availability, political stability, laws concerning private enterprise and property rights, and desire for enhanced social status by the entrepreneur could affect discovery of entrepreneurial opportunity (Abati, 2002). Other scholars differ as evident in assertions like that of Folahan and Omoniyi (2006); Aliu, (2007); Gray (2008) that the type of industry also affects opportunity discovery. The decision to exploit the opportunity depends on the intention of the entrepreneur, and the appropriate measure of entrepreneurial decision-making which leads to recognition of entrepreneurial opportunities (Shane, 2003). Adama and Keneth (2015) observed that in Nigeria, exploitation of opportunities depends on the entrepreneur's level of education, skills acquired through work experiences that a graduate undergone during vocational training in school. The appropriate use of the acquired resources in terms of business strategy and organizational design could lead to profit performance (Salman, 2009; Aliu, 2007). Meanwhile the environment play a greater role in opportunity exploitation than individual attributes (Kuzilwu, 2005 and Wu, 2008). This theory relates to skills acquisition such that opportunities available in the environment can be exploited considering skills and create job for the unemployed.

2.4.4 Human Capital Theory

Human Capital theory proposed by Schultz (1961) and extensively developed by Becker (1964). The theory has its roots from labour economics which is a branch of

economics that focuses on general work force in quantitative term. According to the theory, education or training raises the productivity of workers by imparting useful knowledge and skills, thus raising workers' future income as well, through increase in their lifetime earnings. The theory postulates that expenditure on education or training and development is costly, and should be considered as investment since it is undertaken with a view to increasing personal incomes. Human capital approach is used to explain or support occupational wage differentia l. However, the position of this study is that education or training and development would not only increase employee personal income, it would also serve as a means of achieving corporate competitive advantage which reflects ultimately in organizational performance; and if asset is considered as any expense which benefit is derived beyond one financial year, then it follows that expenses incurred in training and developing the human resources of an organization qualifies to be so called and treated in its books since the benefits from such costs usually last for many financial periods. Flamholtz and Lacey (1981) as noted by Baney and Wright (1997), opined that human capital theory distinguished between general skills and firm specific skills of human resources. General skills are skills possessed by individuals which provide value to a firm and are transferable across a variety of firms. For instance, all competitor firms have the potential to accrue equal value by acquiring employees with knowledge of general management, the ability to apply financial ratios, or general cognitive ability. On the other hand specific skills, provide value only to a particular firm, and such skill are of no value to competing firms. An instance of this is the knowledge of how to use a particular technology used only by one firm, or knowledge of a firms policies and procedures provided to that firm, but usually would not be valuable to other firms. In the view of Becker (1964) human capital is similar to physical means of production like factories and machines. One can invest in human capital through education; training and even medical treatment while one's output depends partly on the rate of return on the human capital one owns. Thus, human capital is a means of productions into

which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour or fixed capital. The relevance of this theory to the study is that it considered the cost of education, training, development and even workers medical treatment as investments which are expected to reflect in increased or improved productivity of individual workers. Thus, if these are investments like other physical assets which are reflected on the balance sheet considerable effort must be made to also reflect such value of human capital on the balance sheet (Enyi et al., 2014)

From the foregoing discussion, Delaney and Huselid (1996) state that there is compelling evidence for a linkage between strong people management and performance. But how is human capital to be measured? Measurement is obviously important to gauge the impact of human capital interventions and address areas for improvement, but in this field, measurement is a problematic issue. It is then essential to measure these practices in terms of outcomes. These outcomes differ along a number of, by now, familiar categories: either (i) financial measures; (ii) measures of output or goods and services - units produced, customers served, number of errors, customer satisfaction) or (iii) measures of time - lateness, absence etc. (Locke & Latham, 1997; Guest et al., 2000).

Guest et al.'s preference is to adopt a stakeholder perspective, which 'would give some emphasis to performance outcomes of concern to the range of stakeholders' (2000: 4). These outcomes, Guest argues, 'should reflect employee attitudes and behaviour, internal performance, such as productivity and quality of goods and services; and external indicators, such as sales and financial performance. In other words, if the research is to guide policy and practice, we need to collect a number of the potentially related outcomes that extend beyond a narrow definition of business performance based on just financial indicators' (2000: 4).

In the literature, research has tended to focus, in terms of outputs, on employee turnover, productivity, and financial performance (Delaney & Huselid, 1996). The danger in simply relying on just firm performance is that, apart from ignoring other important measures,

it may be that within organisations, business units have different objectives. Some may be focused on market share, while others on profit, for example, and the HR practices may not be the same in both. If research takes place at an organisational level, rather than at a business unit level, such differences may reflect in a poor linkage between human capital and unit performance (Becker & Gerhart, 1996). Guest et al., (2000) also point to the problems in variations of accounting practices between countries, which may render comparisons in financial performance problematic.

The adoption of a stakeholder perspective reflects the concern to have multiple measures of the performance outcomes. This perspective is supported by the popularity of the 'balanced scorecard' concept (Kaplan & Norton, 1993), which is intended to weigh the interests of various stakeholders. According to Kaplan & Norton (1993), attention should be given not only to traditional financial measures, but also to people, processes and customers.

The results of a Conference Board (2002) survey into human capital measurement show that many HR professionals are developing human capital metrics (see Table 3) but this activity is often conducted in isolation, with organisations choosing not to collaborate with other firms or consultancies, or with their own organisation's finance or strategy colleagues. HR professionals do use external benchmarks, some of which they are internally inappropriate for valid analysis. More importantly, they do not tie up the metrics to the business goals.

Most companies have a wealth of human capital data, but, as the Conference Board concludes: 'most are reluctant to report it publicly. Although the primary motivation is to contribute to the bottom line, many companies do not wish to communicate the results of HC measurement to investors' (2002: 7). Nevertheless, the report asserts that the measures, which are most frequently reported, are as follows: The percent of employees in stock plans; revenue per employee; average pay; training expenditures; and compensation. The three factors that explain why companies do not report more on human capital are (i) the fear of

competitors – anxiety over whether human capital information is competitively sensitive; (ii) the fear of unions or employees, that is, concern that providing too much information may restrict the organisation's flexibility (and worries over legal issues arising); and (iii) a concern for practical difficulties of collecting human capital information to present for reporting, and whether investors will understand it.

Having examined the various theories, this study is anchored on entrepreneurial theory because it relates to skills acquisition such that opportunities available in the environment can be exploited considering skills and create job for the unemployed.

2.5 Empirical Studies

Omofonmwan and Chukwuedo (2013) investigated availability and adequacy of resources for skill acquisition in digital electronics repairs in the National Open Apprenticeship Scheme in Nigeria. The purpose of the study was to examine the effect of informal apprenticeship programmes considering adequacy of resources for skills acquisition in maintenance and repairs of digital electronics for the National Open Apprenticeship Scheme for unemployed graduates in Edo State. The study employed descriptive survey research design. The population of the study was 312, while a sample size of 220 was drawn, which consisted of trainees, trainers and supervisors of the scheme. Data was analysed using descriptive statistics. The findings showed that there are human resources for apprenticeship scheme for the unemployed youth for self-employment, but equipment are not sufficient as required, and are not provided at all by government in some cases. It recommended that state and local governments should unanimously join the federal government to run apprenticeship scheme. The relevance of this empirical study to the present study was that it was able to address issue of apprenticeship for self-employment which is a specific purpose of this study.

Chiekezie, Nzewi and Erhinmwionose (2016) examined the influence of entrepreneurial skill acquisition on job creation in Benin City Metropolis, Nigeria.

Questionnaire was the main research instrument employed. Both primary and secondary sources of data were used to obtain data for the study, while the statistical tool used was Pearson's Product Moment Correlation. The study showed that acquisition of entrepreneurial skills is an indispensable means of making jobs available in Benin City, Nigeria.

Ateboh-briggs and Egbuson (2018) examined women participation in vocational skill programme. A total of 15 female students constituted the sample of the study. The research instrument used was questionnaire consisted of a three point rating scale. The test statistic employed was Test- re-test procedure using Pearson Product Moment Correlation Coefficient and simple mean. The study showed that female students cope with the methods adopted by the teachers in carrying out vocational training organized by the institution in order to enhance job creation.

Iyaji, Achoba, and Kolawole (2018) examined the role of vocational training in curbing unemployment in Nigeria. The methodology employed was research survey field visits, interaction with stakeholders of vocational skills graduates. In addition, secondary data were used. The results were presented using discrete statistics and tables. The result revealed that vocational skills development is a fertile avenue for creating employment in Nigeria. Vocational skills acquisition is also identified to be an area which if keyed into could go a long way in ameliorating the negative impact of unemployment in Nigeria.

Oyefesobi, Adetunji and Ayedun (2018) investigated the effectiveness of entrepreneurial skills acquisition as a tool for employment generation among polytechnic graduates in Nigeria. The study was carried out to determine the stance of higher education and entrepreneurial skills acquisition in employment generation. The variables of interest are job orientation, job creation and self-employment; and its associated self-reliance, job satisfaction on employment generation. A descriptive design was adopted with a multi-stage sampling technique in selecting a sample size of 647 „Batch B stream2“ Corp members from public polytechnics in Southwest, Nigeria. A multiple regression inferential statistics was

applied in data analysis. The findings established that the state of higher education in entrepreneurship have no significant effect on employment generation.

Oluwatoyin (2013) investigated the impact of capacity building and skill development on 150 Female entrepreneurs in Ido Zone Nigeria. The study adopted descriptive research design of the survey type while the statistical tool used was multiple regression. It was found that capacity building /skill development contributed significantly to their socio –economic empowerment. However, recommendation was made that with Adult Education practices, Female entrepreneurs will benefit better while Adult Education would have fulfilled the gown and town relationship.

Okenwa and Oraka (2017) investigated the extent entrepreneurship training has contributed to the entrepreneurship development in Awka South L.G.A Survey research design was adopted. The main research instrument was questionnaire administered to a sample of 135. Data obtained were analyzed with means and standard deviation. Z-test statistical technique and found that education and previous experience has contributed to entrepreneurship development in Awka South L.G.A. Also, the study revealed that lack of competent and managerial skill of the entrepreneurs affect entrepreneurship development.

Hassan (2013) study was on curbing the unemployment problem in Nigeria through entrepreneurial development. The study was motivated by the fact that unemployment problem like corrupt practices in Nigeria is a hydra headed problem and thus require the collective effort of all. The study made use of primary data sourced from 220 respondents in Kogi State through administering of questionnaire. Their responses were tested using appropriate statistical tools like the simple percentage and the Chi-square research techniques; the study revealed that the unemployment problem in Nigeria can be solved through entrepreneurial development and that government effort in this regard is not sufficient given the magnitude of the unemployed in Nigeria.

Oyelola and Ajiboshin (2013) discussed that entrepreneurship has been instrumental in economic growth, balanced regional development and job creation in most dynamic economies, where technology is changing at a faster rate and the product lifetime cycle is shrinking. The methodology adopted in this paper is the narrative-textual case study (NTCS); it is a social science research method that relies on the information and data from several sources for problem-solving or problem-identification. The paper reveals that the right business environment for entrepreneurship is lacking in Nigeria on account of the challenges of frequent power outages, bad roads, multiple taxes extortion of money from SMEs by government officials, lack of genuine support service for SMEs and expensive transportation/telecommunications costs have all combined to inhibit entrepreneurship and economic growth.

Ebiringa (2011) assessed the extent to which SME activities contributed to employment generation and economic development in Nigeria. Data for employment generation and Gross Domestic Product (GDP) were collected from Statistical Bulletin 2009 and t-test was used to test the data. Results from the analysis has so far demonstrated that SMEs and the large scale firms have great relationship in generating or creating job opportunities in Nigeria. The results further showed that SMEs provides more of the employment opportunities than the large scale firms.

Odia and Odia (2013) consider developing entrepreneurial skills and transforming challenges into business opportunities in Nigeria. Today, the twin challenges of unemployment and poverty are facing graduates of tertiary institutions and professionals owing to the global economic meltdown and economic recessions in most countries including Nigeria. While the government braces up to these challenges through the various programmes and entrepreneurial initiatives, a key solution is the equipping of graduates and professionals with entrepreneurial skills which can make them employable and become employers of labour.

Mohammed and Obeleagu-Nzelibe (2014) critically examined the skills required by entrepreneurs for the enhancement of the performance of SMEs, find solutions to the problems facing the SMEs in Nigeria and identify the option strategies needed by new ventures as demonstration alternatives. The study used simple t-test and survey methodology through questionnaire (administered) as an instrument of primary data collection from a stratified random sample of 250 owners and employees of SMEs in major industrial cities in Nigeria. Major findings include entrepreneurial skills, proper record keeping, access to financing, concessional taxation, longer period of operation and consistent policies were found to be significant factors required for business success and profitability in Nigeria.

Ighomereho, Agbalajobi and Edegwa (2013) investigated empirically gender influence on access to innovation resources among women and men-owned Small and Medium- sized Enterprises (SMEs) in Lagos State, Nigeria. Five innovation resources which include education, finance, skilled workforce, extension and support services and partnership were examined in relation to gender. The data collected via questionnaires were analyzed using percentages, Analysis of Variance (ANOVA) and regression analysis. The results indicated that women are discriminated against in access to finance and skilled workforce but are not discriminated against in access to education, extension and support services and partnership.

Ezejiofor, Olise, Ezenyirimba and Otugo (2014) examined the appraisal of Entrepreneurship and Small and Medium Enterprises (SME) on Sustainable Economic Growth in Nigerian. Survey research design was adopted. Data obtained were analyzed with means and standard deviation. Z-test statistical technique was used to test whether Entrepreneurship and SME as a profitable venture enhanced sustainable economic growth in Nigeria. The paper found that Entrepreneurship has contributed significantly to enhance sustainable economic growth of Nigeria through mobilization of individual savings and

channeling of such in productive investment as a major source of domestic capital formation in economy.

Asogwa and Dim (2016) investigated the relationship between Entrepreneurship Development and employment reduction in Anambra State, Nigeria. The research focused on youths of five selected Local Government Council of Anambra state, Nigeria. Data were collected using questionnaire from an infinite population of the selected Local Government Council. Samples of 30 youths were drawn from the population of each Local Government through a convenience sampling technique. A total of 150 youths were sample for the study. The paper shows that the variables in were significantly and positively related.

Taiwo (2014) carried out an empirical research on impact of entrepreneurship development on job creation in Nigeria. He evaluated the relationship between job creation and entrepreneurship development in Nigeria. He found out that in any giving economy, entrepreneurship development always give birth to job creation which will force people to do something that will better their lives and the country at large. It was clear from his observation that job creation or employment opportunity in an economy can be traceable to entrepreneurship training and development.

Anyadike, Emeh and Ukah (2012) took a study on Nigeria's growing unemployment situation and how it increasingly dwindles the potentials of the country; especially following official figures from the Bureau of statistics that puts the figure at about 40 million Nigerian youths captured in World Bank statistics in 2009 are unemployed. Having utilized the secondary source data, the paper remained extensively on current articles from ardent scholars on entrepreneurship development and government statistical documentations. The authors concluded that government should make entrepreneurship sellable to the people by inculcating it into the educational curriculum at every state of the educational sector and also utilize a re-modelled NYSC scheme educate the youths more on the importance, essences and need for entrepreneurship development.

Eme (2014) carried out research on unemployment rate in Nigeria: Agenda for Government. He found out that statistically speaking in the last couple of years, Nigeria's economy is one of the fastest-growing in the world while its people are the most impoverished in real terms. Nigeria in recent past experienced an event where millions of people scampered for about 4500 job vacancies advertised by the Nigeria Immigration Service leading to the death of about eighteen of them in an unwarranted stampede betray the idiosyncrasy of the Nation's nominal growth without corresponding development. With global unemployment projected to reach over 215 million by 2018, experts fear that Africa, particularly Nigeria's share of the global scourge might increase disproportionately, with attendant unsavoury consequences unless the country immediately adopts pro-active and holistic approach to halt the rising youth unemployment.

Akanwa and Akpanabia (2012) examined the need for promoting employment in Nigeria through the development of entrepreneurship. The work relies mostly on secondary data from scholars/ authors in the field. They concluded that, government and its agencies should deliberately encourage entrepreneurial culture and skill in Nigeria in order to attack and eventually reduce the high level of unemployment situation in the country so that the nation will boost its economic development. Salami (2013) carried out a research on youth unemployment in Nigeria: A time for creative and innovative intervention. He said that unemployment in Nigeria is a time bomb waiting to explode if effective interventions are not put in place to mitigate the unsavoury impact of high youth unemployment. His work establishes a link between entrepreneurship and youth unemployment if adequate attentions are focused on the creation of enabling socio-economic and political environment that can galvanize a culture where the youths think job creation away from the mindset of job seekers.

Nwachukwu and Ogbo (2012) carried out empirical research on the role of entrepreneurship in economic development: The Nigerian perspective. The aim of the paper was to develop and analyze the contributions of entrepreneurship in the economic

development through SME development in Nigeria. A total of 1000 SMES were randomly selected from a cross section of a population of all SMES spread around some states of Nigeria. The hypotheses of this research which were tested at 0.05 level of significance using chi-square statistics hinged on identifying the greatest problem which SMES face in Nigeria. The researcher found out that SMES have played and continue to play significant roles in the growth, development and industrialization of many economies the world over.

Kadiri (2012) examine the contributions of 600 Small and Medium Scale Enterprises (SMEs) to employment generation in Nigeria using what he called Binomial Logistic Regression Analysis, and observes that SMEs was unable to deliver on its mandate of generating employment due to its inability to obtain adequate business finance and suggested that for employment to be achieved adequately, both formal and informal financial subsectors must be integrated to provide the necessary finance. Baba (2013) carried out research work on the challenges of Entrepreneurship development in Nigeria and way forward. He was of the view that in this era of shrinking economic activities. He concluded that entrepreneurship is essential for rapid and sustained economic growth but there is urgent need to change the mind-set of the average Nigerian especially the youths towards embracing self-employment and deemphasize the search for white collar jobs that are non-existent.

Okoye, Iloanya and Udunze (2014) carried out research on the extent to which entrepreneurship in Nigeria has helped to reduce youth unemployment. The study revealed that government policies and initiative has affected the “transformation question”. This is due to the increase of corruption, inadequate and maladministration. They concludes that entrepreneurship country is an engine for job creation, innovation and diversity and that Nigeria’s entrepreneurs have a long way to go before they can effectively drive changes in the economy.

Ogunrinola and Osabuohein (2010) used time series data for the period 1990 – 2006 to examine the impact of globalization on employment level in the manufacturing sector in

Nigeria and found a positive relationship between several employment and globalization-related variables in the Nigerian manufacturing subsector and conclude that government should assist to sustain the pace through geared reform policies.

Bandal (2010) carried out empirical study on leveraging the relationship between entrepreneurship and job creation. He found out that individual talent, attitude, skills and knowledge along with several contextual variables such as social capital, access to credit, role of government technology and infrastructure, access to information and access to markets work together to drive entrepreneurial activity.

Ebiringa (2012) examined entrepreneurship development and growth of enterprises in Nigeria. The research instrument was questionnaire and while the statistical tools is descriptive statistics. The found out that several policy interventions in Nigeria that were aimed at stimulating entrepreneurship development via small and medium scale enterprises have failed. Instead of building in-country entrepreneurial capacity, entrepreneurs have become distribution agents of imported products. He recommended that government and the organized private sector should increase their support for entrepreneurial training programs as part of the tertiary education system.

Rahman Khan (2014) explains the infrastructure that has to be developed in order to cultivate the quality of leadership among potential enterprising young men. Attempts are being made to inculcate the spirit of entrepreneurship. The research instrument was questionnaire and while the statistical tools is descriptive statistics. Their results reveal that most of the selected entrepreneurs of SMEs perceive the relevance of these factors to the highest degree.

Snapps and Hamilton (2012) examined the incidence of youth restiveness in the Niger Delta and how restiveness has affected industrial productivity. The research instrument was questionnaire and while the statistical tools is descriptive statistics. They found out that the high rate of unemployment, environmental degradation, dislocation of the traditional

economy and unfair revenue allocation are some of the factors that have given rise to youth restiveness in the Niger Delta and the country as a whole.

Asad, Ali and Islam (2014) examined the need to reduce unemployment through entrepreneurship in Pakistan. The regression results indicate that 91 percent variations in entrepreneurship development have been explained by the explanatory variations in variables. The unemployment rate has been found to be negatively related to entrepreneurial development. High rate of unemployment has been associated with low level of entrepreneurial development in economy of Pakistan.

Sahin, Nijkamp and Baycan-Levent (2006) reviewed and evaluated migrant entrepreneurship from the perspective of cultural diversity. The paper investigates key socio-economic and cultural aspects of migrant entrepreneurship and next addresses different migrant group entrepreneurs in the Netherlands in order to compare the differences between various migrant groups and to explore cultural diversity in migrant entrepreneurship.

Okeke and Eme (2014) point out that entrepreneurship development in Nigeria is very slow despite the entire numerous programmes and schemes that have been designed by different government at different times. Descriptive survey research method was used in this study whereby data collected from both primary and secondary sources were analyzed using percentages and mean scores, while the hypothesis were tested with Chi-square. The study concludes among others that with the introduction of business incubators into the system, proper handling of political and social economic problems, privatization and commercialization of power sector and provision of alternative source of power supply, entrepreneurship development has a lot of prospects in the country.

Table 2.1: Summary of Empirical Literature

S/N	Researcher(s)	Location	Topic	Methodology	Major findings & conclusions
1.	Omofofomwan and Chukwuedo (2013)	Edo State, Nigeria	investigated availability and adequacy of resources for skill acquisition in digital electronics repairs	The study employed descriptive survey research design	The findings showed that there are human resources for apprenticeship scheme for the unemployed youth for self-employment, but equipment are not sufficient as required, and are not provided at all by government in some cases. It recommended that state and local governments should unanimously join the federal government to run apprenticeship scheme.
2	Chiekezie, Nzewi and Erhinmwionose (2016)	Benin City Metropolis, Nigeria	investigated the influence of entrepreneurial skill acquisition on job creation	Pearson's Product Moment Correlation was employed	Findings revealed that acquisition of entrepreneurial skills is an indispensable means of making jobs available in Benin City, Nigeria.
3	Ateboh-briggs and Egbuson (2018)	Nigeria	examined women participation in vocational skill programme.	The test statistic employed was Test- re-test procedure using Pearson Product Moment Correlation Coefficient and simple mean.	The study showed that female students cope with the methods adopted by the teachers in carrying out vocational training organized by the institution in order to enhance job creation.
4	Iyaji, Achoba, and Kolawole (2018)	Nigeria	examined the role of vocational training in curbing unemployment	The results were presented using discrete statistics and tables.	The result revealed that vocational skills development is a fertile avenue for creating employment in Nigeria. Vocational skills acquisition is also identified to be an area which if keyed into could go a long way in ameliorating the negative impact of unemployment in Nigeria.

S/N	Researcher(s)	Location	Topic	Methodology	Major findings & conclusions
5	Oyefesobi, Adetunji and Ayedun (2018)	Nigeria	investigated the effectiveness of entrepreneurial skills acquisition as a tool for employment generation among polytechnic graduates	A descriptive design was adopted with a multi-stage sampling technique	The findings established that the state of higher education in entrepreneurship have no significant effect on employment generation.
6	Oluwatoyin (2013)	Nigeria	investigated the impact of capacity building and skill development	The study adopted descriptive research design of the survey type while the statistical tool used was multiple regression.	It was found that capacity building /skill development contributed significantly to their socio –economic empowerment. However, recommendation was made that with Adult Education practices, Female entrepreneurs will benefit better while Adult Education would have fulfilled the gown and town relationship.
7	Okenwa and Oraka (2017)	Nigeria	investigated the extent entrepreneurship training has contributed to the entrepreneurship development	Data obtained were analyzed with means and standard deviation. Z-test statistical technique	It found that education and previous experience has contributed to entrepreneurship development in Awka South L.G.A. Also, the study revealed that lack of competent and managerial skill of the entrepreneurs affect entrepreneurship development.
8	Hassan (2013)	Kogi State, Nigeria	curbing the Unemployment problem in Nigeria through entrepreneurial development.	the simple percentage and the Chi-square research techniques	the study revealed that the unemployment problem in Nigeria can be solved through entrepreneurial development and that government effort in this regard is not sufficient given the magnitude of the unemployed in Nigeria.
9	Oyelola and Ajiboshin (2013)	Nigeria	Entrepreneurship as an instrumental in economic growth, balanced regional development and	the narrative-textual case study	The study revealed that the right business environment for entrepreneurship is lacking in Nigeria on account of the challenges

S/N	Researcher(s)	Location	Topic	Methodology	Major findings & conclusions
			job creation		of frequent power outages, bad roads, multiple taxes extortion of money from SMEs by government officials, lack of genuine support service for SMEs and expensive transportation/telecommunications costs have all combined to inhibit entrepreneurship and economic growth.
10	Odia and Odia (2013)	Nigeria	consider developing entrepreneurial skills and transforming challenges into business opportunities	Library survey	the government braces up to these challenges through the various programmes and entrepreneurial initiatives, a key solution is the equipping of graduates and professionals with entrepreneurial skills which can make them employable and become employers of labour.
11	Mohammed and Obeleagu-Nzelibe (2014)	Nigeria	examined the skills required by entrepreneurs for the enhancement of the performance of SMEs	he study used simple t-test and survey methodology	Major findings include entrepreneurial skills, proper record keeping, access to financing, concessional taxation, longer period of operation and consistent policies were found to be significant factors required for business success and profitability in Nigeria.
12	Ighomereho, Agbalajobi and Edegwa (2013)	Lagos State, Nigeria	Gender influence on access to innovation resources among women and men-owned Small and Medium- sized Enterprises (SMEs) .	Percentages, Analysis of Variance (ANOVA) and regression analysis	The results indicated that women are discriminated against in access to finance and skilled workforce but are not discriminated against in access to education, extension and support services and partnership.
13	Ezejiofor,	Nigeria	Appraisal of	Descriptive	The study found that

S/N	Researcher(s)	Location	Topic	Methodology	Major findings & conclusions
	Olise, Ezenyirimba and Otugo (2014)		Entrepreneurship and Small and Medium Enterprises (SME) on Sustainable Economic Growth	and. Z-test	Entrepreneurship has contributed significantly to enhance sustainable economic growth of Nigeria through mobilization of individual savings and channeling of such in productive investment as a major source of domestic capital formation in economy.
14	Asogwa and Dim (2016)	Anambra State, Nigeria	investigated the relationship between Entrepreneurship Development and employment reduction	Survey design	The study shows that the variables in were significantly and positively related.
15	Taiwo (2014)	Nigeria	examine the impact of entrepreneurship development on job creation	Survey design	He found out that in any giving economy, entrepreneurship development always give birth to job creation which will force people to do something that will better their lives and the country at large. It was clear from his observation that job creation or employment opportunity in an economy can be traceable to entrepreneurship training and development.
16	Anyadike, Emeh and Ukah (2012)	Nigeria	growing unemployment situation and how it increasingly dwindles the potentials of the country	Survey design	The authors concluded that government should make entrepreneurship sellable to the people by inculcating it into the educational curriculum at every state of the educational sector and also utilize a re-modelled NYSC scheme educate the youths more on the importance, essences and need for entrepreneurship development.

S/N	Researcher(s)	Location	Topic	Methodology	Major findings & conclusions
17	Akanwa and Akpanabia (2012)	Nigeria	examined the need for promoting employment in Nigeria through the development of entrepreneurship	Survey design	They concluded that, government and its agencies should deliberately encourage entrepreneurial culture and skill in Nigeria in order to attack and eventually reduce the high level of unemployment situation in the country so that the nation will boost its economic development.
18	Nwachukwu and Ogbo (2012)	Nigeria	carried out empirical research on the role of entrepreneurship in economic development	chi-square statistics	The researcher found out that SMES have played and continue to play significant roles in the growth, development and industrialization of many economics the world over.
19	Kadiri (2012)	Nigeria	examine the contributions of 600 Small and Medium Scale Enterprises (SMEs) to employment generation	Binomial Logistic Regression Analysis	The study observes that SMEs was unable to deliver on its mandate of generating employment due to its inability to obtain adequate business finance and suggested that for employment to be achieved adequately, both formal and informal financial subsectors must be integrated to provide the necessary finance.
20	Baba (2013)	Nigeria	carried out research work on the challenges of Entrepreneurship development	Survey design	He concluded that entrepreneurship is essential for rapid and sustained economic growth but there is urgent need to change the mind-set of the average Nigerian especially the youths towards embracing self-employment and deemphasize the search for white collar jobs that are non-existent.
21	Okoye, Iloanya and	Nigeria	carried out research on the	Survey design	The study revealed that government policies and

S/N	Researcher(s)	Location	Topic	Methodology	Major findings & conclusions
	Udunze (2014)		extent to which entrepreneurship in Nigeria has helped to reduce youth unemployment		initiative has affected the “transformation question”. This is due to the increase of corruption, inadequate and maladministration. They concludes that entrepreneurship country is an engine for job creation, innovation and diversity and that Nigeria’s entrepreneurs have a long way to go before they can effectively drive changes in the economy.
22	Asad, Ali and Islam (2014)	Pakistan	examined the need to reduce unemployment through entrepreneurship	Regression analysis	The unemployment rate has been found to be negatively related to entrepreneurial development. High rate of unemployment has been associated with low level of entrepreneurial development in economy of Pakistan.
23	Snapps and Hamilton (2012)	Nigeria	examined the incidence of youth restiveness in the Niger Delta and how restiveness has affected industrial productivity	Questionnaire and descriptive statistics.	They found out that the high rate of unemployment, environmental degradation, dislocation of the traditional economy and unfair revenue allocation are some of the factors that have given rise to youth restiveness in the Niger Delta and the country as a whole.
24	Okeke and Eme (2014)	Nigeria	entrepreneurship development	Descriptive statistics and Chi-square.	The study found that entrepreneurship development has a lot of prospects in provision of job in the country.

Source: Authour’s Compilation (2021)

2.6: Research Gaps

Having examined the empirical studies, it was observed that closely related studies include; Ebiringa (2012) examined entrepreneurship development and growth of enterprises in Nigeria, Okoye et al. (2014) carried out research on the extent to which entrepreneurship in Nigeria has helped to reduce youth unemployment, and, Asogwa and Dim (2016) investigated the relationship between Entrepreneurship Development and employment reduction in Anambra State, Nigeria. These studies did not combined technical skills, creative skills, vocational skills and entrepreneurial skills as proxy of skill acquisition in relation with job creation. This implied that there exist gap in knowledge which this study desires to bridge.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on how the present study approaches the work and the process adopted in justifying the research question and objectives raised in chapter one. Issues examined in this chapter include the research design, population of the study, sample and sampling technique, instrument of the study, validity of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.2 Research Design

This study employs field and descriptive survey method. These design method are used because it gives greater room to study the subject matter and ensures that inferences can be made about some characteristic attitude or behaviour of the population in the study. The study covers skills acquisition centres in Edo state. Due to wide spread of women across in Edo state, emphasis is focused on women with skills acquisition in Edo state south senatorial constituency. The Edo south senatorial districts include: Egor, Oredo, IkpobaOkha, Ovia South West, Ovia North East, Orhiomwon and Uhunmwode Local Government Areas. Emphasis is on skills acquisition centres like Idia –Renaissance and Oredo Skills Acquisition. Others to be focused on are owners of Catering and Decoration, Fashion Design, Hairdressing, ICT training centres, and Entrepreneurial Training centres where women are involved. It is a cross section study for the year 2020. The need for the year 2020 is necessitated because of corona virus lockdown and the implication on women especially those without skills were able to meet up with lock down.

3.3 Population of the Study

A total of five hundred and sixteen (516) women constitute the population of this study. The population consisted of owners, managers and trainers of skill acquisition centres

in seven local government Edo south senatorial districts of Edo state, Nigeria. The population was achieved through survey of the study area. The headquarters of the local government areas were chosen because of the population concentration..

3.4 Sample and Sampling Technique

Though a total of two hundred and fifty-three (253) skill acquisition owners was arrived at using the Yamane for. But for the purpose of generalisation, the population (516) was also used as the constituted sample size. The sample size was achieved by apply Krejcie and Morgan (1970) sample size determination formular for finite population as denoted below:

$$S = \frac{x^2 NP(1-P)}{d^2 (N-1) + x^2 P(1-P)}$$

Where S= Sample Size

X^2 = Table value of chi-square for 1 degree of freedom 0.05 confidence level (3.84)

N= population Size (516)

P= Population proportion (0.5)

d= Degree of accuracy (0.05)

$$S = 3.48(516)(0.5)(1-0.5) / 0.05^2(516-1) + 3.84(0.5)(1-0.5)$$

$$S = 495.36 / 1.2875 + 0.96$$

$$S = 495.36 / 2.2475$$

$$S = 220.40 = 220$$

Due to increase the power of generalization, a sample of 516 respondents is utilized.

Based on the sample size, purposive sampling technique was employed. The choice of purposive sampling technique is that allows selecting those that are convenience for the study.

3.5 Sources of Data

In this study, primary and secondary sources of data are employed. The primary source entails data generated through questionnaire administration. On the other hand, the secondary source includes data and information obtained from records of the skill acquisition centres, Fashion, Hairdressing, Catering and Decoration, textbooks, articles journal, seminars papers.

3.6 Method of Data Collection

The main method relied on and employed in data collection is primary data. The primary data is generated through questionnaire administration. Copies of questionnaire were administered to different skills centres that constituted the sampled respondents made up of women.

3.7 Instrument of data collection

The research instrument is questionnaire. The questionnaire will be structured into sections and parts. Section A contains information relating to respondents demographic or personal information like questions that has to do with marital status, age, number of children and years in training. Section B relates to research questions, objectives and hypotheses earlier in chapter one. Section B relates to dependent variable and asks questions about job creation. While Section C contains the independent variables and is divided into five (5) parts: (1) Technical skill; (2) Creative skill (3) Vocational skill; (4) Entrepreneurial skill. The researcher will be supported by two assistants that will be given relevant training on distribution, completion and retrieval of the instrument from the respondents. The administration and retrieval of the copies of the questionnaire will be carried out within one week. The questionnaire will be accompanied with introductory letter.

More importantly, the questionnaire is cautiously prepared to ensure that respondents are not confused. The questionnaire is prepared in closed ended, 5 point likert scale and open ended. Each item is scored: Strongly Disagree (SD=1); Disagree (D=2); Undecided (UD=3); Agree (A=4); and Strongly Agree (SA=5).

3.8 Validity of the Instrument

The content and face validity test will be used by the researcher. This will be ensured by the supervisor and two other experts from the faculty of management sciences. The validity tests used will ensure that the items contained in the instrument are coherent, sequential, comprehensive, captured in the questionnaire and therefore capable of testing what the study is set out to test.

3.9 Reliability of the Instrument

The questionnaire is administered to thirty respondents and re-administered on them after two weeks interval. After administration of the instrument, the responses were collated and analyzed using Cronbach's Coefficient Alpha to determine the internal consistency and reliability of the multiple item scales. If the reliability index is higher than 0.70, the instrument was adjudged reliable for use in the main study.

Table 3.1: Reliability Statistics for Entrepreneurial skills

Reliability Statistics

Cronbach's Alpha	N of Items
.768	5

Since the cronbach alpha value for work-life balance $0.79 > 0.70$, it shows that the instrument is reliable.

Table 3.2: Reliability Statistics for Job creation

Reliability Statistics

Cronbach's Alpha	N of Items
.817	5

Since the cronbach alpha value for job creation $0.76 > 0.70$, it shows that the instrument is reliable.

2.10 Model Specification

For the purpose of this study, our model is specified in implicit and explicit form as:

$$JC = F(TS, CS, VS, ES) \dots\dots\dots 1$$

$$EP = \beta_0 + \beta_1 TS + \beta_2 CS + \beta_3 VS + \beta_4 ES + e \dots\dots\dots 2$$

Where:

JC=Job creation

TS=Technical skills

CS=Creative skill

VS=Vocational skill

ES=Entrepreneurial skill

e=Error term

Apriori Expectation

The apriori expectation is stated below as:

$\beta_1 > 1$, $\beta_2 > 1$, $\beta_3 > 1$, $\beta_4 > 1$ and $\beta_5 > 1$; suggested that:

$\beta_1 > 1$ means that a unit increase in technical skill can bring about increase in job creation

$B_2 > 1$ means that a unit increase in creative skill can bring about increase in job creation

$B_3 > 1$ means that a unit increase in employee vocational skill can bring about increase in job creation

$B_4 > 1$ means that a unit increase in entrepreneurial skill can bring about increase in job creation

$B_5 > 1$ means that a unit increase in managerial skill can bring about increase in job creation

3.11: Operationalisation of Variables

S/N	Variables	Notation and Measurement	Questionnaire Items	Apriori sign.
1	JC (Dependent Variable)	Job creation measured using the five point Likert ranging from strongly agree (SA)=5; Agree (A)=4; Undecided (UD)=3; Disagree (D)=2; and Strongly Disagree = 1 (5 point ordinal scale measurement)	1-5	
2	TS	Technical skill measured using the five point likert ranging from strongly agree (SA)=5; Agree (A)=4; Undecided (UD)=3; Disagree (D)=2; and Strongly Disagree = 1 (5 point ordinal scale measurement)	6-10	+
3	CS	Creative skill is measured using the five point likert ranging from Strongly Agree (SA)=5; Agree (A)=4; Undecided (UD)=3; Disagree (D)=2; and Strongly Disagree = 1 (5 point ordinal scale measurement)	11-15	+
4	VS	Vocational skill is measured using the five point likert ranging from Strongly Agree (SA)=5; Agree (A)=4; Undecided (UD)=3; Disagree (D)=2; and Strongly Disagree = 1 (5 point ordinal scale measurement)	16-20	
5	ES	Entrepreneurial skill is measured using the five point likert ranging from strongly agree (SA)=5; Agree (A)=4; Undecided (UD)=3; Disagree (D)=2; and Strongly Disagree = 1 (5 point ordinal scale measurement)	21-25	+

Source: *Researcher's Survey (2020)*

3.12 Method of Data Analysis

The data generated will be analysed using descriptive statistics (frequency table, percentages, mean and standard deviation), and inferential statistics (correlation matrix, variance inflation factor and linear regression Analysis method).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is concerned with outcomes of questionnaires successfully retrieved from respondents who were women engaged in small businesses in Edo South Senatorial; district/. Results were analyzed to obtain answers to our research questions and specific objectives. Successfully retrieved questionnaires were estimated with computer software (Statistical Packages for Social Sciences (SPSS version 20) These were analysed and interpreted in headings and sub-headings which include data presentation and interpretations of results, least square method, test of hypotheses and discussion of findings..

4.2 Data Presentation and Interpretation

This section actually examined questionnaires successfully retrieved and analysed. A total of 516 copies of questionnaires were distributed while 503 were successfully retrieved from sampled owners, managers and trainers of skill acquisition centres in Edo South senatorial constituencies in various local government headquarters. Issues examined in this section include demographic profile of the respondents and analysis and interpretation of answered questions based on respondents' perceptions in relation to research questions and objectives These are highlighted in Tables and interpreted accordingly as follows:

4.2.1 Characteristics of Sample Respondents

This sub-section is concerned with profile of respondents as highlighted in the Tables 4.1 below:

Table 4.1: Demographic Characteristics of Respondents

Demographic Characteristic	Options	No	Percentage %
Marital Status	Single	327	65.0
	Married	126	25.0
	Divorce	50	9.9
	TOTAL	503	100.0
Age	18-30	144	28.6
	31-40	253	50.5
	41-50	61	12.1
	51-60	45	8.9
	TOTAL	503	100.0
Educational qualification attained	Primary School Leaving Certification	190	37.8
	SSCE	134	26.6
	Diploma/NCE	82	16.3
	HND/ B.Sc. Certificate	57	11.3
		40	8.0
	TOTAL	503	100.0
Working experience	1-10	228	45.3
	11-20	223	44.3
	21-30	42	8.3
	31 & Above	10	2.0
	TOTAL	503	100.0
Nature of your business	Beautician	17	3.4
	Business Centre	30	6.0
	Cosmetic	56	11.1
	Decoration & Catering	112	22.3
	Fashion Designer	119	23.7
	Hair Dressing Saloon	80	15.9
	Mechanic	21	4.2
	Shoe making	32	6.4
	Soap Making	29	5.8
	Weaving	7	1.4
	TOTAL	503	100

Source: Author's Field work (2021)

Table 4.1 highlights profile of respondents. It shows that a total of 327(65.0%) respondents were singles, 126 (25.0%) respondents were married, while 50 (9.9%) respondents were divorced, suggesting that majority of the respondents were singles.

In finding out the ages of the respondents, 144 (28.6%) respondents were within the ages of 18-30 years; 253 (50.3%) respondents were within 31-40 years, 61 (12.1%) were

between 41-50 years; and, while the remaining 45 (8.9%) respondents were within 51-65 years, meaning that most of the respondents were between ages of 31-40. Likewise, the educational qualification of the respondents indicated that 190 (37.8%) respondents had primary school leaving certificate, 134 (26.6%) respondents had SSCE, 82 (16.3%) respondents had Diploma/NCE, 57 (11.3%) respondents had HND/B.Sc, while 40 (8.0%) respondents had Certificate, suggesting that majority of the respondents possess primary school leaving certificate. Similarly, working experiences of respondents showed that: 228 (45.3%) respondents had work experience of 1-10 years; 223 (44.3%) respondents had worked for 11-20 years; 42 (8.3%) respondents worked for 21-30 years; while, 10 (2.0%) respondents had work experience of 31 years and above, meaning that majority of respondents had working experiences of 1-10 years .

On the nature of their business, it was deduced that 17 (3.4%) respondents were Beautician, 30 (6.0%) respondents were Business Centre, 56 (11.1%) respondent were Cosmetic, 112 (22.3%) respondents were Decoration & Catering, 119 (23.7%) respondents were Fashion Designer, 80 (15.9%) respondents were Hair Dressing Saloon, 21 (4.2%) respondents were Mechanic, 32 (6.4%) respondents were Shoe Making, 29 (5.8%) respondents were Soap Making while 7 (1.4%) respondents were Weaving.

4.2 Respondents in Relation to Objectives of Study

Table 4.2: Respondents Perceptions on Job Creation

Statement question		N	Responses					Pooled Result	
			Strongly Agreed %	Agreed %	Neutral %	Disagreed %	Strongly Disagreed %	Mean	Standard Deviation
1	Establishment of fashion and design centre can provide job to women	503	327 65.0%	167 33.2%	5 1.0%	4 0.8%	- -	4.62	0.550
2	Establishment of ICT centre can provide job to women	503	203 40.4%	275 54.7%	15 3.0%	- -	10 2.0%	4.31	0.717
3	Establishment of clothes knitting factory can provide job to women	503	162 32.2%	194 38.6%	80 15.9%	10 2.0%	57 11.3%	3.78	1.240
4	Establishment of baking store can provide job to women	503	290 57.7%	155 30.8%	37 7.4%	1 0.2%	20 4.0%	4.38	0.935
5	Establishment of soap factory can provide job to women	503	341 67.8%	108 21.5%	52 10.3%	- -	2 0.4%	4.55	0.708
Overall Index								4.33	0.83

Source: Author's Field work (2021)

Highly considered mean=3.0

Table 4.2 shows respondents' perceptions on issues relating to job creation. It was observed that a total of 167 (33.3%) respondents were of the agreed view that the establishment of fashion and design centre can provide job to women, 5 (1.0 %) respondents were neutral view, while 4 (0.8%) of the respondents were of the disagreed view. The calculated mean value of respondents of 4.62 was higher than the bench value of 3.0 and standard deviation of 0.717 which further suggested that most of the respondents were of the agreed opinion that the establishment of fashion and design centre can provide job to women.

It was also deduced that a total of 275 (54.7%) respondents were of the agreed opinion that the establishment of ICT centre can provide job to women, 15 (3.0%) respondents were of neutral opinion, while 10 (2.0%) respondents were of the disagreed view to the statement question. Outcome of the calculated mean value of 4.31 was greater than

standard deviation of 0.717 and bench mark mean value of 4.31, indicating that majority of the respondents were of the view that the establishment of ICT centre can provide job to women.

Similarly, a total of 194 (38.6%) respondents were of agreed perception to the statement question that the establishment of clothes knitting factory can provide job to women, 80 (15.9%) respondents were neutral , while 10 (2.0%) respondents were of the disagreed perceptions. The results of respondents calculated mean of 3.78 is higher than the bench mark mean value of 3.0 and standard deviation of 1.240, suggesting that greater proportion of the respondents were of the opinion that the establishment of clothes knitting factory can provide job to women,.

Furthermore, a total of 155 (30.8%) respondents were of the agreed view that the establishment of baking store can provide job to women, 37 (7.4%) respondents were neutral view, while 1 (0.2%) respondents were of the disagreed view to the statement question. The outcomes of respondents perceptions coupled with the calculated mean value of 4.38 which is higher than the bench mark value of 3.0 and standard deviation of 0.935 implied that greater proportion of respondents were of the agreed view that the establishment of baking store can provide job to women.

It was also noted that a total of 108 (21.5%) respondents were of the agreed view that the establishment of soap factory can provide job to women, 52 (10.3%) respondents were of neutral view, while 2 (0.4%) of the respondents disagreed to research statement. The high calculated mean value of 4.55 compared to low standard deviation of 0.708, implied that majority of the respondents were of the opinion that the establishment of soap factory can provide job to women.

The overall mean value of 4.33 which is greater than standard deviation of 0.83 suggested that skills acquisition among women can create job creation in the state.

Table 4.3: Technical Skills and Job Creation

	Statement Question	N	Respondents					Pooled Result	
			Strongly Agreed %	Agreed %	Neutral %	Disagreed %	Strongly Disagreed %	Mean	Standard Deviation
6	A woman with skill in programming language can promote job creation	503	169 33.6%	285 56.7%	21 4.2%	23 4.6%	5 1.0%	4.17	0.788
7	A woman with skill in mechanical equipment maintenance can enhance job creation	503	155 30.8%	264 52.5%	15 3.0%	12 2.4%	57 11.3%	3.89	1.202
8	A woman with skill in hardware can facilitate job creation	503	115 22.9%	319 63.4%	57 11.3%	1 0.25%	11 2.2%	4.05	0.739
9	A woman with skill in software can promote job creation	503	159 31.6%	268 53.3%	34 6.8%	26 5.2%	16 3.2%	4.05	0.936
10	A woman who possesses any technical skill can promote job creation	503	119 23.7%	316 62.8%	36 7.2%	16 3.2%	16 3.2%	4.01	0.850
	Overall Index							4.03	0.90

Source: Author's Field work (2021)

Considered mean bench mark=3.0

Table 4.3 highlights respondent's perception on issues relating to the technical skills and job creation. A total of 285 (56.7%) respondents were of agreed opinion that a woman with skill in programming language can promote job creation, 21(4.2%) respondents were neutral view, while 23 (4.6%) respondents disagreed to the statement question. The calculated mean value of 4.17 was greater than standard deviation of 0.788 and bench mean value of 3.0 implying that greater proportions of the respondents were of the agreed opinion that a woman with skill in programming language can promote job creation.

It was observed that 264 (52.5%) respondents were of the agreed view that a woman with skill in mechanical equipment maintenance can enhance job creation, 15 (3.0%) respondents were neutral, while 12 (2.4%) respondents were of the disagreed perception. The mean value of 3.89 was higher than standard deviation of 1.202 suggesting that majority of the respondents were of the agreed perception that a woman with skill in mechanical equipment maintenance can enhance job creation.

Also, a total of 319 (63.4%) respondents were of the agreed view to this assertion that a woman with skill in hardware can facilitate job creation, 57 (11.3%) respondents were of neutral view, while 1 (0.25%) respondents were of the disagreed opinion to the statement questions. The calculated mean value of 4.05 is higher than mean bench mark of 3.0 and standard deviation of 0.739 meaning that most of the respondents were of the agreed view that a woman with skill in hardware can facilitate job creation.

In the same vein, a total of 268 (53.3%) respondents were of the agreed view that a woman with skill in software can promote job creation, 34(6.8%) were neutral, while 26 (5.2%) respondents were of the disagreed perception. The calculated mean value of 4.05 compared to low standard deviation and bench mark of mean value of 0.936 and 3.0 respectively suggesting that most of the respondents were of the agreed view that a woman with skill in software can promote job creation

Also, total of 316 (62.8%) respondents were of the agreed perception that a woman who possesses any technical skill can promote job creation, 36 (7.2%) respondents were neutral, while 16 (3.2%) respondents were of the disagreed view. The mean outcome of 4.01 is greater than standard deviation of 0.850 and bench mean of 3.0 implying that greater proportion of the respondents were of the agreed perceptions that a woman who possesses any technical skill can promote job creation. The overall mean index of 4.03 compare to

standard deviation of 0.90 and bench mean of 3.0 indicated that most of the respondents were of the agreed opinion that technical skills enhances job creation.

Table 4.4: Creative Skills and Job Creation

Statement Questions		N	Respondents					Pooled Result	
			Strongly Agreed	Agreed %	Neutral %	Disagreed %	Strongly Disagreed	Mean	Standard Deviation
11	A woman with skill to make new product can promote job creation	503	74 34.9%	99 46.7%	26 12.3%	2 0.9%	11 5.2%	4.04	0.997
12	A woman with skills to provide services can facilitate job creation	503	90 42.5%	100 47.2%	4 1.9%	8 3.8%	10 4.7%	4.18	0.995
13	A woman with skills in designing clothes can promote job creation	503	80 37.7%	111 52.4%	2 0.9%	4 1.9%	15 7.1%	4.11	1.058
14	A woman with skill in weaving can easily facilitate job creation	503	90 42.5%	99 46.7%	10 4.7%	8 3.8%	5 2.4%	4.23	0.885
15	A woman with any creative skill can promote job creation	503	110 51.9%	89 42.0%	- -	2 0.9%	11 5.2%	4.33	0.963
Overall Index								4.18	0.979

Source: *Author's Field work (2021)*

Considered mean bench mark=3.0

Table 4.4 examines respondents' perception on statement questions relating to creative skills and job creation. It revealed that a total of 99(46.7%) respondents were of the agreed opinion that a woman with skill to make new product can promote job creation, 26(12.3%) respondent were neutral, while 2 (0.9%) of the respondents disagreed to this view. The calculated mean value of 4.04 was above standard deviation of 0.997 and bench mean of 3.0 suggesting that greater proportion of the respondents were of the agreed opinion that a woman with skill to make new product can promote job creation.

Also, a total of 100(47.2%) respondent were of the agreed views that a woman with skills to provide services can facilitate job creation, 4(1.9%) respondents were neutral, while 8(3.8%) respondents were of the disagreed view. Outcome of calculated mean value of 4.18 is higher than standard deviation and bench mark of 0.995 and 3.0 respectively suggesting that greater proportion of the respondents were of the agreed perception that a woman with skills to provide services can facilitate job creation.

It was also deduced that a total of 111 (52.4%) respondents were of the agreed assertion that a woman with skills in designing clothes can promote job creation, 2(0.9%) respondents were neutral view, while a total of 4 (1.9%) respondent were of the disagreed opinion. The calculated mean value of 4.11 was higher than standard deviation of 1.058 and bench mean value of 3.0 respectively indicating that most proportion of the retrieved administered questionnaire respondents were of the agreed opinion that a woman with skills in designing clothes can promote job creation.

Also, a total of 99 (46.7%) respondents were of the agreed view that a woman with skill in weaving can easily facilitate job creation, 10(4.7%) respondents were neutral while the remaining 8 (3.8%) of the respondents were of the disagreed view. The calculated high mean value of 4.23 implied that most of the respondents were of the agreed perceptions that a woman with skill in weaving can easily facilitate job creation.

It was also pointed out that the entire 89 (42.0%) respondents that were of the agreed perception that a woman with any creative skill can promote job creation, while the remaining 2 (0.9%) of the respondents disagreed to this view. The calculated mean value of 4.33 was higher than standard deviation of 0.963 and bench mean value of 3.0 respectively indicating that most proportion of the retrieved administered questionnaire respondents were of the agreed opinion that a woman with any creative skill can promote job creation. The overall mean index of 4.18 compare to standard deviation of 0.979 and bench mean of 3.0

indicated that most of the respondents were of the agreed opinion that creative skills enhances job creation.

Table 4.5: Vocational Skill and Job Creation

Statement Questions		N	Respondents					Pooled Results	
			Strongly Agreed %	Agreed %	Neutral %	Disagreed %	Strongly Disagreed %	Mean	Standard Deviation
16	A woman with skills in fashion design training can promote job creation	503	341 67.8%	105 20.9%	15 3.0%	21 4.2%	21 4.2%	4.44	1.029
17	A woman with skills in decoration and make-up can facilitate job creation.	503	106 21.1%	32 6.4%	13 2.6%	100 19.9%	252 50.1%	2.28	1.613
18	A woman with skills in information and communication technology can promote job creation	503	252 50.1%	144 28.6%	11 2.2%	- -	96 19.1%	3.91	1.495
19	A woman with skills in hairdressing can promote job creation	503	276 54.9%	108 21.5%	80 15.9%	- -	39 7.9%	4.16	1.176
20	A woman with any vocational skill can facilitate job creation	503	206 41.0%	170 33.8%	80 15.9%	13 2.6%	34 6.8%	4.00	1.133
Overall Index								3.76	1.29

Source: Author's Field work (2021)

Highly considered mean bench mark=3.0

Table 4.5 examines respondents' views on questions in relation to vocational skill and job creation. It was established that a total of 105 (20.9%) respondents were of the agreed perception that a woman with skills in fashion design training can promote job creation, 15 (3.0%) respondents were neutral, while 21 (4.2%) respondents were of the disagreed opinion. The high mean value of 4.44 compared to low standard deviations and bench mark of 1.029

and 3.0 implied that most of the respondents were of the agreed opinion to the statement question that a woman with skills in fashion design training can promote job creation.

It was observed that a total of 32 (6.4%) respondents were of the agreed assertion that a woman with skills in decoration and make-up can facilitate job creation, 13 (2.6%) respondents were neutral, while 100 (19.9%) respondents were of the disagreed opinion. The low mean value of 2.28 compared to compare to bench mark mean of 3.0 and standard deviation of 1.613 showed that most of the respondents were of the disagreed views to the statement question that a woman with skills in decoration and make-up can facilitate job creation.

Also, a total of 144 (28.6%) respondents were of the agreed view that a woman with skills in information and communication technology can promote job creation, 11 (2.2%) respondents were neutral, while 96(19.1%) respondents were of the disagreed. The mean value of 3.91 compared to the standard deviation 1.495 and bench mean mark of 3.0, implied that most of the respondents were of the agreed perception that a woman with skills in information and communication technology can promote job creation.

It was also noted that a total of 108 (21.5%) respondents were of the agreed view that a woman with skills in hairdressing can promote job creation, 80 (15.9%) respondents were of neutral opinion, while 39 (7.9%) of the respondents disagreed on this view. The high calculated mean of 4.16 was further indication that most of the respondents were in support of the agreed perceptions that a woman with skills in hairdressing can promote job creation.

In addition, a total of 170 (33.8%) respondents were of the agreed view that a woman with any vocational skill can facilitate job creation, 80 (15.9%) respondents were neutral view, while 13 (2.6%) respondents were of the disagreed view thereby bringing the mean value calculated to 4.00 suggesting that most of the respondents were of the agreed opinion

that A woman with any vocational skill can facilitate job creation. However, the overall calculated mean value of 3.76 as against low standard deviation and bench mark mean value of 1.29 and 3.0 respectively simply showed that greater proportion of the respondents were of the respondents were of agreed perceptions that vocational skill can enhance job creation.

Table 4.6: Entrepreneurial Skill and Job Creation

	Statement Questions	N	Respondents					Pooled Result	
			Strongly Agreed %	Agreed %	Neutral %	Disagreed %	Strongly Disagreed %	Mean	Standard Deviation
21	A woman with skills of trading can promote job creation.	503	244 48.5%	214 42.5%	11 2.2%	11 2.2%	23 4.6%	4.28	0.963
22	A woman with skill in making soap can promote job creation.	503	288 57.3%	181 36.0%	11 2.2%	- -	23 4.6%	4.41	0.915
23	A woman with skills in baking can promote job creation.	503	270 53.7%	183 36.4%	16 3.2%	22 4.4%	12 2.4%	4.35	0.917
24	A woman with skills in cosmetics can promote job creation.	503	115 22.9%	122 24.3%	214 42.5%	16 3.2%	36 7.2%	3.35	1.096
25	A woman with entrepreneurial skills can facilitate job creation.	503	333 66.2%	103 20.5%	29 5.8%	15 3.0%	23 4.6%	4.41	1.042
Overall Index								4.16	0.99

Source: Author's Field work (2021)

Highly considered mean bench mark=3.0

Table 4.6 highlights respondents' perception on statement questions relating to entrepreneurial skill and job creation. It was observed that a total of 214 (42.5%) respondents were of agreed opinion that a woman with skills of trading can promote job creation, 11 (2.2%) respondent were neutral, while 11 (2.2%) of the respondents were of the disagreed view. The high calculated mean value of 4.28 compare to standard deviation of 0.963 and

bench mark of 3.0, implied that most of the respondents were of the agreed opinion that a woman with skills of trading can promote job creation.

On the assertion that a woman with skill in making soap can promote job creation, a total of 181 (36.0%) respondents were of the agreed view, 11 (2.2%) respondents were of the neutral view, 23 (4.6%) of the respondents, were of the disagreed. The high mean value of 4.41 compare to standard deviation of 0.915 and bench mark of 3.0, indicated that majority of the respondents were of the agreed view to the statement question that a woman with skill in making soap can promote job creation.

In the statement question which says that a woman with skills in baking can promote job creation, a total of 183 (36.4%) respondents were of the agreed, which 16 (3.2%) respondents were neutral, 22 (4.4%) of the respondents were of the disagreed view. The high mean value of 4.35 compare to standard deviation of 0.917 and bench mark of 3.0, implied that majority of the respondents were of agreed opinion that a woman with skills in baking can promote job creation.

It was also pointed out that a total of 122 (24.3%) were of the agreed view that a woman with skills in cosmetics can promote job creation, 214 (42.5%) were neutral, while 16 (3.2%) were of the disagreed. The mean value of 3.35 compare to standard deviation of 1.096 and bench mark of 3.0, indicated that greater proportion of the respondents were of the agreed opinion that a woman with skills in cosmetics can promote job creation.

Finally, a total of 103 (20.5%) were of the agreed view that a woman with entrepreneurial skills can facilitate job creation, 29 (5.8%) respondents were of the neutral , while 15 (3.0%) respondents were of the disagreed opinion to the statement. This resulted to mean value of 4.41 compare to standard deviation of 1.042 and bench mark of 3.0, implying

that majority of the respondents were of the agreed view to the statement question that a woman with entrepreneurial skills can facilitate job creation.

Moreover, the overall mean index value of 4.16 which is above the standard deviation and bench mark value of 0.99 and 3.0 respectively implied that most of respondents were of the agreed opinion that entrepreneurial skill enhance job creation.

4.3 Estimation of Ordinary Least Square (OLS) Regression Results

This section examines the ordinary least square (OLS) regression for the purpose of testing hypotheses formulated.

Table 4.7: Least Square Regression Method

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.876	.227		12.647	.000
1 TS	.500	.061	.413	8.189	.000
CS	.160	.035	.246	4.535	.000
VS	.086	.036	.116	2.382	.018
ES	.067	.032	.101	2.121	.034
R=0.855 ^a R Square (R ²)=0.784 Adjusted R Square (R̂ ²)=0.769 Std. Error of the Estimate=0.5397 F-Stat=18.389 Durbin-Watson=1.876					

Source: Researcher's Computation (2021) (see appendix for detail results)

$$JC = 2.876 + 0.500TS + 0.160CS + 0.086VS + 0.067E$$

$$(12.647) \quad (8.189) \quad (4.535) \quad (2.382) \quad (2.121)$$

Table 4.7 showed the least square regression method results of the variables examined. Reported below are the models in parentheses against coefficients were t-statistics. The results revealed that all the independent variables used to proxy skills acquisition like; technical skills (TS), creative skill (CS), vocation skill (VS), and entrepreneurial skill (ES) which all indicated positive coefficients which is statistically significant and insignificant respectively.

The coefficients results in respective basis meant that technical skills (TS) with a positive coefficient value of 0.500 units with job creation (JC) implied that a unit increase in technical skills would lead to increase in job creation by 50%. Also, the value of creative skill (CS) which indicated positive coefficient value of 0.160 units with job creation (JC), suggested that a unit increase in creative skill would lead to increase in job creation by 16%. Furthermore, vocation skill (VS) with positive coefficient value of 0.086 units with job creation (JC), revealed that a unit increase in vocation skill would lead to increase in job creation by 9%. Likewise, entrepreneurial skill (ES) with positive coefficient value of 0.067 units with job creation implied that a unit increase in entrepreneurial skill would lead to increase in job creation (JC) by over 7%.

However, it is deduced that the results stood at a high positive correlation coefficient of 0.855 (86%), which is highly and positively correlated with job creation. The coefficient of determination ($R^2 = 0.784$), implied that the explanatory variables in the model accounted for 78% variations in the dependent variable (JC). Also, the adjusted coefficient of determination ($R^2 = 0.769$) indicated that about 77% of the variations were explained after adjusting the degree of freedom by the independent variables. The overall test (F-statistic) (goodness-of-fit measure) which indicated value of 18.389 units and at significant level of 1%, compared with standard error of regression with minimal value of 0.5397, suggested that the overall result is statistically significant. The Durbin-Watson statistic with value of 1.876,

implied absent of autocorrelation in the result which is a further indication that results are suitable for prediction and policy judgement.

4.4. Test of Hypotheses

Testing of hypotheses previously formulated, the decision rule was to accept the hypothesis formulated if it is statistically significant at 5%, otherwise we reject the hypothesis. To test the hypotheses, least square method results in Table 4.10.

4.4.1 Test of Hypothesis One

(i) Hypothesis Formulated: H_{01} : Technical skills have no significance influence on job creation among women in Edo state.

(ii) Test Statistic and Decision: Technical skills (TS) result stood at t-statistic value of 8.189 at a probability value of 0.000(0%) while the critical value was at 5% significance level (95% confidence level). The result indicated that technical skills are statistically significant. The implication is that technical skill is a strong factor of skills acquisition in relation to job creation. Technical skills were at positive coefficient value of 0.500 which is consistent with our apriori expectation. With reference to the decision rule stated earlier, we therefore reject the hypothesis formulated. This implied that technical skills have significance influence on job creation among women in Edo state.

4.4.2 Test of Hypothesis Two

(i) Hypothesis Formulated: H_{02} : Creative skills have no significant influence on job creation among women in Edo State.

(ii) Test Statistic: Creative skills (CS) result stood at calculated t-statistics value of 4.535 at probability of 0.00(0%) while the critical probability value was 5% significance level. The outcome indicates that Creative skills are statistically significant and its coefficient was positive. Following the decision rule, it showed that we reject the hypothesis formulated

indicating that creative skills have significant influence on job creation among women in Edo State.

4.4.3 Test of Hypotheses Three

(i) Hypothesis Formulated: H_{03} : Vocational skills have no significant effect on job creation among women in Edo State.

(ii) Test Statistic and Decision: Vocational skills stood at calculated t-statistics of 2.382 at probability value of 0.018(2%) while the critical value was at 5% significance level (95% confidence). The result showed that vocational skills are statistically significant and the coefficient was at positive value of 0.086. Based on the decision rule, we therefore reject the hypothesis suggesting that vocational skills have significant effect on job creation among women in Edo State.

4.4.4 Test of Hypotheses Four

(i) Hypothesis Formulated: H_{04} : Entrepreneurial skills have no significant influence on job creation among women in Edo State

(ii) Test Statistic: Entrepreneurial skills indicated t- statistic calculated value of 2.121 at probability value of 0.034 (3%) compared to the critical probability value at 5% significance level (95% confidence). The result is statistically significant and at positive coefficient value of 0.067. From the decision rule perspective, the outcome showed that we reject the hypothesis formulated meaning that entrepreneurial skills have significant influence on job creation among women in Edo State.

4.5 Discussion of Findings

First, it is deduced from respondents' perception on issues relating to technical skills and job creation in Table 4.3 was at high overall mean index of 4.03 compare to minimal standard deviation of 0.90 and lower bench mean of 3.0 suggested that most of the respondents were of the agreed opinion that technical skills can enhance job creation. Hypothesis tested showed that technical skills have significant influence on job creation. The

outcome of regression result indicated that is in line with the apriori expectation such that technical skill (TS) with positive coefficient value of 0.500 in Table 4.7 implied that a unit increase in technical skill can bring about 50% increase in job creation. The results supported the findings of Omofonmwan and Chukwuedo (2013) that investigated skill acquisition in digital electronics repairs and revealed that technical skill has significant influence on job creation for unemployed graduates in Edo State.

Second, it is observed that creative skills in relation to job creation in Table 4.4 stood at high overall computed mean index value of 4.18 with minimal standard deviation of 0.973 and lower bench mark mean of 3.0 indicating that majority of the respondents were of the agreed perception to the statement questions that technical skills can enhance job creation. Creative skill with positive coefficient value of 0.160 in Table 4.7 implied that a unit increase in creative skill can bring about 16% increases in job creation among women in Edo State. The result of hypothesis tested showed that creative skill has significant influence on job creation implying that creative skill is a strong or critical influencing factor on job creation. The result is in tandem with Akanwa and Akpanabia (2012) that examined the need for promoting employment in Nigeria through the development of entrepreneurship and found that creative skill is vital to reduce the high level of unemployment situation in the country so that the nation will boost its economic development. Also, Salami (2013) revealed that creative and innovative intervention are important for job creation and will mitigate the unsavoury impact of high youth unemployment.

Third, the study revealed that respondent perception in Table 4.5 on issues relating to vocational skills and job creation stood at high overall calculated mean value of 3.75 as against low standard deviation and bench mark mean value of 1.29 and 3.0 respectively suggesting that greater proportion of the respondents were of agreed perceptions that vocational skill can enhance job creation. Vocational skill which indicated positive coefficient value of 0.086 in Table 4.7 implied that a unit increase in vocational skill can

bring about 9% increase in job creation among women in Edo State. The result of hypothesis tested showed that vocational skill has significant influence on job creation implying that vocational skill is a critical influencing factor and has positive relationship with job creation in Edo state. The result corroborated with Ateboh-briggs and Egbuson (2018) who examined women participation in vocational skill programme and found that vocational training enhances job creation. Similarly, Iyaji, et.al., (2018) revealed that vocational skills development is a fertile avenue for creating employment and could go a long way in ameliorating the negative impact of unemployment.

Finally, entrepreneurial skill in Table 4.6 showed an overall mean index value of 4.23 which is above the standard deviation and bench mark value of 0.99 and 3.0 respectively implying that most of respondents were of the agreed view that entrepreneurial skill enhance job creation. Entrepreneurial skill result is in line with our apriori expectation such that positive coefficient value of 0.067 in Table 4.7 implied that a unit increase in entrepreneurial skill could bring over 7% increase in job creation among women in Edo State. Also, hypothesis tested showed that entrepreneurial skills have significant influence and positive relationship with job creation among women in Edo State. The results corroborated with Chiekezie, et al., (2016) that showed that acquisition of entrepreneurial skills is an indispensable means of making jobs available. Similarly, Oyefesobi, et al., (2018) who investigated the effectiveness of entrepreneurial skills acquisition as a tool for employment generation and found that entrepreneurial skills acquisition has positive relationship with employment generation. Furthermore, .Odia and Odia (2013), and Mohammed et al., (2014) showed that entrepreneurial skills can promote job creation and reduce unemployment problem.

4.6: Implication

Having examined the findings and discussions, the study will have implications on the economy such that skill acquisition like technical skills, creative skills, vocational skills, and entrepreneurial skills can help the beneficiaries to start-up their businesses and contribute in the economic growth and development in terms of providing jobs and employment to some unemployed. They can equally pay taxes and rates to support the government internally revenue generation which are essential for economic growth and development.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study is executed in five chapters. Chapter One of this thesis contains the background of the study, statement of the problem, objectives of the study, research questions, research hypothesis, scope of the study, and significance of the study. Chapter Two of this work contains the review of related literature. There was much divergence of opinion on the definitions of skill acquisition and job creation. Others are empirical reviews and theoretical framework. Chapter three was on methods and procedures employed in the study. Chapter Four focused on data presentation, analyses and interpretations. Finally, chapter five which is this chapter is on summary of findings, conclusion and recommendations.

5.2 Summary of Findings

The findings of this study are summarised as follow:

- (1) That technical skill has significant influence and positive relationship with job creation in Edo state.

- (2) That creative skill has significant effect and positive relationship with job creation, suggesting that creative skill is a critical factor enhancing job creation in Edo state.
- (3) That vocational skill has significant influence and positive relationship with job creation. This implied that vocational skill is a critical enhancing factor of job creation.
- (4) That entrepreneurial skill has significant effect and positive relationship with job creation. By implication entrepreneurial skill is a critical factor influencing job creation in Edo state.

5.3 Conclusion

The thrust of study is skill acquisition and job creation in Edo state. Entrepreneurial theoretical framework has showed that skill acquisition is crucial in overthrowing unemployment and can be avenue for self-employment and job creation. Several extant studies have showed concern on the issue of skill acquisition which can take for of technical, creative, vocational and entrepreneurial skill as can enhance job creation. There were little divergence in views and opinion of extant studies on the skill acquisition towards job creation.

Results of questionnaires administered and retrieved showed that respondents were of the opinion that technical, creative vocational and entrepreneurial skills are vital in job creation to curtail increasing unemployment among women. Similarly, hypotheses tested revealed that skill acquisition proxied with technical, creative, vocational and entrepreneurial skills all have significant influence and positive relationship with job creation. The implication is that skill acquisition is a critical factor that can be used for job creation and solve issues of unemployment. It is therefore concluded that skill acquisition can help create job opportunity for women in Edo state.

5.4 Recommendations

Having analysed and concluded, this study recommended as follows

- (1) Those women especially the educated ones should engaged or acquire technical skills in area of programming, mechanical, information technology, mathematical, or scientific tasks. Acquisition of such technical skills will pave way for self-employment and also employ other job seekers.
- (2) Women with creative or innovative skills or ideas should be trained or encouraged by government in actualising their dreams. This is because creative skill is very scarce and competitive in job creation that can reduce unemployment to some special class of persons.
- (3) Women with lesser educational qualifications should be encouraged to engage more in skill acquisition in area of baking, soap making, bead making, decoration and catering, hat making, tailoring and fashion design, shoe making, spray painting, mechanic, upholstery, tie and dye, weaving and knitting etc. Women should not be idle and government should encourage them in apprenticeship training and financially and materially equip them in order to be involve in world of work.
- (4) Women should be trained and developed in entrepreneurial skills, because it will expose them on how to manage business. With knowledge of entrepreneurial skill, women will be able to develop and manage the business they invest their money and eventually employ others.
- (5) Further studies should re-examination this topic by looking from the angle of men using any non-parametric statistical test like chi-square..

5.5 Contributions To Knowledge

The study contributed to knowledge in the following ways:

- (i) The study contributed to knowledge by showing that creative and technical skills have significant positive relationship with job creation among women in Edo State.

- (ii) The study contributed to knowledge by revealing that entrepreneurial and vocational skills have significant influence and positive relationship with job creation among women in Edo State.

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APPENDIX I: QUESTIONNAIRE

Department of Business Administration,
Faculty of Management Sciences,
University of Benin,
Benin City, Nigeria.
25th March, 2021.

Sir/Madam,

Request for Completion of Questionnaire

The objective of this questionnaire is to elicit information from women in Edo south senatorial constituency on the topic, "**Skills Acquisition and Job Creation among Women in Edo State**". The questionnaire is a prerequisite of the requirements for the award of MPhil degree in Entrepreneur. I kindly solicit your unbiased response to the questions.

Please do not disclose your identity. Any information given will be treated with strict confidentiality.

Thank you for your anticipated cooperation.

OgierakhiIsoken

Researcher

SECTION A: DEMOGRAPHIC DATA

Please tick any option or make suggestion where appropriate

(1) Marital Status: Married [] Single [] Divorced []

(2) Age: 18 – 30 yrs[] 31 – 40 yrs[] 41 – 50 yrs[] 51 – 60 []

(3) Educational Qualification: Primary School Leaving Certificate [] SSCE []

Diploma/NCE [] HND/B.Sc. [] Certificates []

(4) Nature of your business.....

(5) Working Experience : 1-10 yrs [] 11-20 yrs [] 21-30yrs [] 31yrs & above []

SECTION B: Please tick any one of the options, where: Strongly Agree =5; Agree=4; Neutral=3; Disagree=2 and Strongly Disagree=1

	Statement Questions	Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Part 1: Job Creation					
1	Establishment of fashion and design centre can provide job to women					

2	Establishment of ICT centre can provide job to women					
3	Establishment of clothes knitting factory can provide job to women					
4	Establishment of baking store can provide job to women					
5	Establishment of soap factory can provide job to women					
	Part 2: Technical Skills and Job Creation					
6	A woman with skill in programming language can promote job creation					
7	A woman with skill in mechanical equipment maintenance can enhance job creation					
8	A woman with skill in hardware can facilitate job creation					
9	A woman with skill in software can promote job creation					
10	A woman who possesses any technical skill can promote job creation					
	Part 3: Creative Skills and Job Creation					
11	A woman with skill to make new product can promote job creation					
12	A woman with skills to provide services can facilitate job creation					
13	A woman with skills in designing clothes can promote job creation					
14	A woman with skill in weaving can easily facilitate job creation					
15	A woman with any creative skill can promote job creation					
	Part 4: Vocational Skill and Job Creation					
16	A woman with skills in fashion design training can promote job creation					
17	A woman with skills in decoration and make-up can facilitate job creation.					
18	A woman with skills in information and communication technology can promote job creation					

19	A woman with skills in hairdressing can promote job creation					
20	A woman with any vocational skill can facilitate job creation					
	Part 5: Entrepreneurial Skill and Job Creation					
21	A woman with skills of trading can promote job creation.					
22	A woman with skill in making soap can promote job creation.					
23	A woman with skills in baking can promote job creation.					
24	A woman with skills in cosmetics can promote job creation.					
25	A woman with entrepreneurial skills can facilitate job creation.					

APPENDIX II: RESULTS

```

GET DATA /TYPE=XLSX
  /FILE='C:\Users\Active Consults\Desktop\ISOKEN IRENE OGIERIAKHI.xlsx'
  /SHEET=name 'Sheet1'
  /CELLRANGE=full
  /READNAMES=on

```



```

/ASSUMEDSTRWIDTH=32767.
EXECUTE.
DATASET NAME DataSet1 WINDOW=FRONT.
FREQUENCIES VARIABLES=STATUS AGE @EQ WE NOB
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1]

		Statistics				
		STATUS	AGE	EQ	WE	NOB
N	Valid	503	503	503	503	503
	Missing	0	0	0	0	0

Frequency Table

		STATUS			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	327	65.0	65.0	65.0
	2	126	25.0	25.0	90.1
	3	50	9.9	9.9	100.0
	Total	503	100.0	100.0	

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	144	28.6	28.6	28.6
	2	253	50.3	50.3	78.9
	3	61	12.1	12.1	91.1
	4	45	8.9	8.9	100.0
	Total	503	100.0	100.0	

		EQ			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	190	37.8	37.8	37.8
	2	134	26.6	26.6	64.4
	3	82	16.3	16.3	80.7
	4	57	11.3	11.3	92.0
	5	40	8.0	8.0	100.0
	Total	503	100.0	100.0	

		WE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	228	45.3	45.3	45.3
	2	223	44.3	44.3	89.7
	3	42	8.3	8.3	98.0
	4	10	2.0	2.0	100.0

Total	503	100.0	100.0
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NOB

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Beautician	17	3.4	3.4	3.4
Business Centre	30	6.0	6.0	9.3
Cosmetic	56	11.1	11.1	20.5
Decoration & Catering	112	22.3	22.3	42.7
Fashion Designer	119	23.7	23.7	66.4
Hair Dressing Saloon	80	15.9	15.9	82.3
Mechanic	21	4.2	4.2	86.5
Shoe Making	32	6.4	6.4	92.8
Soap Making	29	5.8	5.8	98.6
Weaving	7	1.4	1.4	100.0
Total	503	100.0	100.0	

FREQUENCIES VARIABLES=PT1Q1 Q2 Q3 Q4 Q5
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Frequencies

[DataSet1]

Statistics

	(PT1)Q1	Q2	Q3	Q4	Q5
N	503	503	503	503	503
Valid	503	503	503	503	503
Missing	0	0	0	0	0
Mean	4.62	4.31	3.78	4.38	4.56
Std. Deviation	.550	.717	1.240	.935	.708

Frequency Table

PT1)Q1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
2	4	.8	.8	.8
3	5	1.0	1.0	1.8
4	167	33.2	33.2	35.0
5	327	65.0	65.0	100.0
Total	503	100.0	100.0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1	10	2.0	2.0	2.0
3	15	3.0	3.0	5.0
4	275	54.7	54.7	59.6
5	203	40.4	40.4	100.0
Total	503	100.0	100.0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
1	57	11.3	11.3	11.3
2	10	2.0	2.0	13.3
3	80	15.9	15.9	29.2

4	194	38.6	38.6	67.8
5	162	32.2	32.2	100.0
Total	503	100.0	100.0	

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
1	20	4.0	4.0	4.0
2	1	.2	.2	4.2
3	37	7.4	7.4	11.5
Valid 4	155	30.8	30.8	42.3
5	290	57.7	57.7	100.0
Total	503	100.0	100.0	

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	.4	.4	.4
3	52	10.3	10.3	10.7
Valid 4	108	21.5	21.5	32.2
5	341	67.8	67.8	100.0
Total	503	100.0	100.0	

FREQUENCIES VARIABLES=PT2Q6 Q7 Q8 Q9 Q10
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Frequencies

[DataSet1]

Statistics

	(PT2)Q6	Q7	Q8	Q9	Q10
N Valid	503	503	503	503	503
Missing	0	0	0	0	0
Mean	4.17	3.89	4.05	4.05	4.01
Std. Deviation	.788	1.202	.739	.936	.850

Frequency Table

(PT2)Q6

	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	1.0	1.0	1.0
2	23	4.6	4.6	5.6
Valid 3	21	4.2	4.2	9.7
4	285	56.7	56.7	66.4

5	169	33.6	33.6	100.0
Total	503	100.0	100.0	

Q7

	Frequency	Percent	Valid Percent	Cumulative Percent
1	57	11.3	11.3	11.3
2	12	2.4	2.4	13.7
3	15	3.0	3.0	16.7
Valid 4	264	52.5	52.5	69.2
5	155	30.8	30.8	100.0
Total	503	100.0	100.0	

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
1	11	2.2	2.2	2.2
2	1	.2	.2	2.4
Valid 3	57	11.3	11.3	13.7
4	319	63.4	63.4	77.1
5	115	22.9	22.9	100.0
Total	503	100.0	100.0	

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
1	16	3.2	3.2	3.2
2	26	5.2	5.2	8.3
Valid 3	34	6.8	6.8	15.1
4	268	53.3	53.3	68.4
5	159	31.6	31.6	100.0
Total	503	100.0	100.0	

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
1	16	3.2	3.2	3.2
2	16	3.2	3.2	6.4
Valid 3	36	7.2	7.2	13.5
4	316	62.8	62.8	76.3
5	119	23.7	23.7	100.0
Total	503	100.0	100.0	

Statistics

	(PT3)Q11	Q12	Q13	Q14	Q15
N Valid	503	503	503	503	503
Missing	0	0	0	0	0
Mean	4.04	4.18	4.11	4.23	4.33
Std. Deviation	.997	.995	1.058	.885	.963

(PT3)Q11

	Frequency	Percent	Valid Percent	Cumulative Percent
1	27	5.4	5.4	5.4
2	5	1.0	1.0	6.4
Valid 3	62	12.3	12.3	18.7
4	234	46.5	46.5	65.2
5	175	34.8	34.8	100.0

Total	503	100.0	100.0
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Q12

	Frequency	Percent	Valid Percent	Cumulative Percent
1	23	4.6	4.6	4.6
2	21	4.2	4.2	8.7
3	10	2.0	2.0	10.7
Valid 4	237	47.1	47.1	57.9
5	212	42.1	42.1	100.0
Total	503	100.0	100.0	

Q13

	Frequency	Percent	Valid Percent	Cumulative Percent
1	37	7.4	7.4	7.4
2	10	2.0	2.0	9.3
3	5	1.0	1.0	10.3
Valid 4	262	52.1	52.1	62.4
5	189	37.6	37.6	100.0
Total	503	100.0	100.0	

Q14

	Frequency	Percent	Valid Percent	Cumulative Percent
1	11	2.2	2.2	2.2
2	21	4.2	4.2	6.4
3	23	4.6	4.6	10.9
Valid 4	234	46.5	46.5	57.5
5	214	42.5	42.5	100.0
Total	503	100.0	100.0	

Q15

	Frequency	Percent	Valid Percent	Cumulative Percent
1	27	5.4	5.4	5.4
2	5	1.0	1.0	6.4
Valid 4	213	42.3	42.3	48.7
5	258	51.3	51.3	100.0
Total	503	100.0	100.0	

FREQUENCIES VARIABLES=PT4Q16 Q17 Q18 Q19 Q20

/STATISTICS=STDDEV MEAN

/ORDER=ANALYSIS.

Frequencies

[DataSet1]

Statistics

	(PT4)Q16	Q17	Q18	Q19	Q20
N Valid	503	503	503	503	503
Missing	0	0	0	0	0
Mean	4.44	2.28	3.91	4.16	4.00
Std. Deviation	1.029	1.613	1.495	1.176	1.133

Frequency Table

(PT4)Q16

	Frequency	Percent	Valid Percent	Cumulative Percent
1	21	4.2	4.2	4.2
Valid 2	21	4.2	4.2	8.3
3	15	3.0	3.0	11.3

4	105	20.9	20.9	32.2
5	341	67.8	67.8	100.0
Total	503	100.0	100.0	

Q17

	Frequency	Percent	Valid Percent	Cumulative Percent
1	252	50.1	50.1	50.1
2	100	19.9	19.9	70.0
3	13	2.6	2.6	72.6
4	32	6.4	6.4	78.9
5	106	21.1	21.1	100.0
Total	503	100.0	100.0	

Q18

	Frequency	Percent	Valid Percent	Cumulative Percent
1	96	19.1	19.1	19.1
3	11	2.2	2.2	21.3
4	144	28.6	28.6	49.9
5	252	50.1	50.1	100.0
Total	503	100.0	100.0	

Q19

	Frequency	Percent	Valid Percent	Cumulative Percent
1	39	7.8	7.8	7.8
3	80	15.9	15.9	23.7
4	108	21.5	21.5	45.1
5	276	54.9	54.9	100.0
Total	503	100.0	100.0	

Q20

	Frequency	Percent	Valid Percent	Cumulative Percent
1	34	6.8	6.8	6.8
2	13	2.6	2.6	9.3
3	80	15.9	15.9	25.2
4	170	33.8	33.8	59.0
5	206	41.0	41.0	100.0
Total	503	100.0	100.0	

Statistics

	(PT5)Q21	Q22	Q23	Q24	Q25
N Valid	503	503	503	503	503
Missing	0	0	0	0	0
Mean	4.28	4.41	4.35	3.52	4.41
Std. Deviation	.963	.915	.917	1.096	1.042

PT5)Q21

	Frequency	Percent	Valid Percent	Cumulative Percent
1	23	4.6	4.6	4.6
2	11	2.2	2.2	6.8
3	11	2.2	2.2	8.9

4	214	42.5	42.5	51.5
5	244	48.5	48.5	100.0
Total	503	100.0	100.0	

Q22

	Frequency	Percent	Valid Percent	Cumulative Percent
1	23	4.6	4.6	4.6
3	11	2.2	2.2	6.8
Valid 4	181	36.0	36.0	42.7
5	288	57.3	57.3	100.0
Total	503	100.0	100.0	

Q23

	Frequency	Percent	Valid Percent	Cumulative Percent
1	12	2.4	2.4	2.4
2	22	4.4	4.4	6.8
Valid 3	16	3.2	3.2	9.9
4	183	36.4	36.4	46.3
5	270	53.7	53.7	100.0
Total	503	100.0	100.0	

Q24

	Frequency	Percent	Valid Percent	Cumulative Percent
1	36	7.2	7.2	7.2
2	16	3.2	3.2	10.3
Valid 3	214	42.5	42.5	52.9
4	122	24.3	24.3	77.1
5	115	22.9	22.9	100.0
Total	503	100.0	100.0	

Q25

	Frequency	Percent	Valid Percent	Cumulative Percent
1	23	4.6	4.6	4.6
2	15	3.0	3.0	7.6
Valid 3	29	5.8	5.8	13.3
4	103	20.5	20.5	33.8
5	333	66.2	66.2	100.0
Total	503	100.0	100.0	

REGRESSION

```

/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA COLLIN TOL
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT JC
/METHOD=ENTER TS CS VS ES
/RESIDUALS DURBIN.

```

Regression

[DataSet1]

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ES, TS, VS, CS ^b	.	Enter

- a. Dependent Variable: JC
b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.855 ^a	.784	.769	.5397351	1.876

- a. Predictors: (Constant), ES, TS, VS, CS
b. Dependent Variable: JC

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.427	4	5.357	18.389	.000 ^b
Residual	145.074	498	.291		
Total	166.502	502			

- a. Dependent Variable: JC
b. Predictors: (Constant), ES, TS, VS, CS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.876	.227		12.647	.000		
	TS	.500	.061	.413	8.189	.000	.687	1.456
	CS	-.160	.035	-.246	4.535	.000	.594	1.684
	VS	.086	.036	.116	2.382	.018	.736	1.359
	ES	-.067	.032	-.101	2.121	.034	.767	1.304

- a. Dependent Variable: JC

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	TS	CS	VS	ES
1	1	4.918	1.000	.00	.00	.00	.00	.00
	2	.031	12.578	.01	.04	.22	.21	.34
	3	.024	14.444	.11	.03	.27	.43	.14
	4	.022	15.117	.08	.01	.27	.33	.50
	5	.006	29.673	.81	.91	.23	.03	.01

- a. Dependent Variable: JC

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.632358	4.924949	4.267594	.2066012	503
Residual	-2.1561866	1.1904640	0E-7	.5375805	503
Std. Predicted Value	-3.075	3.182	.000	1.000	503
Std. Residual	-3.995	2.206	.000	.996	503

- a. Dependent Variable: JC

APPENDIX III: DATA

STATUS	AGE	EQ	WE	NOB	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
1	2	1	1	Decoration & Catering	4	5	3	5		5	5	4	5	4	5	5

1	4	1	1	Decoration & Catering	5	4	4	4	5	4	5	4	4	4	4	5
1	2	1	1	Fashion Designer	5	5	5	5	5	4	5	4	4	4	4	5
1	3	2	1	Decoration & Catering	5	4	1	5	5	4	1	5	5	4	4	4
2	3	2	3	Fashion Designer	5	4	1	5	5	4	1	5	5	4	4	4
1	2	2	1	Fashion Designer	5	4	5	4	4	5	4	4	4	4	5	4
2	2	2	2	Decoration & Catering	5	4	5	4	4	5	4	4	4	4	5	4
2	1	1	1	Fashion Designer	4	4	4	5	5	4	4	4	4	5	4	4
1	2	3	2	Decoration & Catering	5	5	5	5	5	5	5	5	5	5	5	5
1	4	1	2	Fashion Designer	5	5	5	5	5	5	5	5	5	5	5	5
2	2	4	2	Fashion Designer	5	5	4	5	5	4	4	4	4	3	4	4
1	1	1	2	Decoration & Catering	4	4	3	4	5	3	4	4	3	4	3	5
2	2	1	2	Hair Dressing Saloon	5	5	5	5	4	5	5	4	4	5	5	5
1	3	1	2	Decoration & Catering	5	4	1	1	1	4	5	1	5	4	4	4
1	1	3	1	Hair Dressing Saloon	4	4	4	4	4	3	4	4	4	4	3	4
2	3	1	2	Hair Dressing Saloon	4	5	4	4	5	5	2	3	5	4	5	5
2	4	1	3	Hair Dressing Saloon	5	4	4	4	5	4	4	4	4	4	4	4
1	2	1	2	Hair Dressing Saloon	4	5	3	5	5	4	5	4	4	5	4	5
1	2	2	2	Hair Dressing Saloon	4	4	3	5	5	3	4	4	3	4	3	5
1	2	2	2	Hair Dressing Saloon	5	5	5	5	4	1	5	4	2	1	1	1
1	2	2	2	Hair Dressing Saloon	5	5	5	5	5	5	5	5	5	5	5	1
2	3	2	2	Fashion Designer	4	4	4	4	4	4	4	4	4	4	3	4
2	1	2	2	Fashion Designer	5	4	4	4	5	5	4	4	4	4	4	4
1	2	2	2	Decoration & Catering	5	4	5	4	4	4	4	4	4	4	5	4
1	2	2	2	Hair Dressing Saloon	4	4	5	3	3	4	4	5	4	4	5	4
2	2	1	1	Cosmetic	4	4	5	4	4	3	4	5	4	4	5	4
2	1	1	2	Fashion Designer	4	4	4	4	5	2	4	4	4	5	4	4

2	1	1	2	Hair Dressing Saloon	4	4	4	4	5	5	4	4	4	5	4	4
1	1	1	2	Business Centre	5	4	4	4	5	4	5	4	4	4	4	5
2	1	1	2	Business Centre	4	4	4	5	5	4	4	4	2	1	2	2
1	1	1	1	Fashion Designer	5	1	2	1	4	4	4	1	2	5	5	5
2	1	2	1	Fashion Designer	5	1	2	1	4	4	4	1	2	5	5	5
2	2	2	1	Decoration & Catering	5	5	5	5	5	4	5	5	5	5	5	5
1	3	2	3	Hair Dressing Saloon	3	5	4	4	5	4	2	3	5	4	5	5
1	2	2	1	Business Centre	5	5	4	5	5	4	4	4	4	3	4	4
1	2	2	1	Business Centre	5	5	4	5	5	4	4	4	4	3	4	4
2	1	3	1	Fashion Designer	4	3	3	3	3	2	3	5	3	3	3	3
1	1	2	1	Business Centre	2	4	3	3	3	2	4	3	4	3	3	3
1	2	2	1	Decoration & Catering	5	5	4	5	5	2	4	3	5	5	4	5
1	2	2	1	Decoration & Catering	5	5	4	5	5	5	4	3	5	5	4	5
1	1	2	2	Fashion Designer	5	4	4	2	1	5	1	2	4	4	4	5
1	2	2	1	Hair Dressing Saloon	5	5	5	5	5	4	5	4	4	4	4	5
2	2	2	1	Business Centre	4	5	3	5	5	4	5	4	1	2	1	2
1	4	2	3	Business Centre	4	4	4	5	3	3	4	4	4	4	5	4
1	2	2	1	Business Centre	5	5	5	5	5	4	5	4	4	4	4	5
1	3	2	3	Fashion Designer	5	4	1	5	5	5	1	5	5	4	4	4
1	3	2	2	Fashion Designer	5	4	1	5	5	5	1	5	5	4	4	4
1	2	2	2	Decoration & Catering	5	4	5	4	4	5	4	4	4	4	5	4
1	2	2	2	Fashion Designer	5	4	5	4	4	4	4	4	5	5	4	5
1	1	1	2	Fashion Designer	4	4	4	5	5	4	4	4	4	4	4	5
2	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	4	4	5
1	2	1	2	Decoration & Catering	5	5	4	5	5	4	4	4	1	2	1	2
1	1	1	1	Hair Dressing Saloon	4	3	3	3	3	4	3	5	4	4	5	4
1	1	1	1	Hair Dressing Saloon	4	4	3	3	3	5	4	3	4	4	4	5

1	2	1	2	Fashion Designer	5	5	4	5	5	5	4	3	5	4	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	3	5	4	4	4
1	1	1	4	Fashion Designer	5	4	4	4	5	5	5	4	4	4	5	4
1	2	1	2	Business Centre	5	5	5	5	5	5	5	4	5	4	5	5
2	2	1	1	Business Centre	4	5	3	5	5	2	5	4	4	4	4	5
2	4	1	3	Shoe Making	4	4	4	5	3	5	4	4	4	4	4	5
2	2	1	2	Shoe Making	5	5	5	5	5	5	5	4	5	4	4	4
2	3	1	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	4	4	4
1	1	1	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	5	4
1	2	2	2	Decoration & Catering	5	4	5	4	4	4	4	4	4	4	5	4
1	2	2	2	Fashion Designer	5	4	5	4	4	5	4	4	4	5	4	4
1	1	2	2	Hair Dressing Saloon	4	4	4	5	5	5	4	4	5	5	5	5
1	2	2	2	Business Centre	5	5	4	5	5	5	4	4	5	5	5	5
1	2	2	1	Fashion Designer	5	5	4	5	5	4	4	4	4	3	4	4
1	1	2	1	Fashion Designer	4	3	3	3	3	4	3	5	3	4	3	5
2	1	2	2	Decoration & Catering	4	4	3	3	3	4	4	3	4	5	5	5
2	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	3	5	4	4	4
1	2	3	1	Fashion Designer	5	5	4	5	5	4	4	3	4	4	3	4
1	1	2	2	Fashion Designer	5	4	4	4	5	5	5	4	5	4	5	5
1	2	2	1	Hair Dressing Saloon	5	5	5	5	5	5	5	4	4	4	4	4
1	2	1	1	Hair Dressing Saloon	4	5	3	5	5	4	5	4	4	5	4	5
1	2	4	2	Hair Dressing Saloon	4	4	4	5	3	4	4	4	3	4	3	5
3	2	1	1	Hair Dressing Saloon	5	5	5	5	5	4	5	4	2	1	1	1
1	3	1	2	Shoe Making	5	4	1	5	5	4	1	5	5	5	5	1
1	1	4	3	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	3	4
1	2	5	2	Decoration & Catering	5	4	5	4	4	5	4	4	4	4	4	4
3	2	5	2	Mechanic	5	4	5	4	4	5	4	4	5	4	5	5
1	1	3	2	Mechanic	4	4	4	5	5	4	4	4	4	4	4	5

1	2	1	2	Hair Dressing Saloon	4	5	3	5	5	4	5	4	4	4	4	5
1	1	1	2	Hair Dressing Saloon	5	4	4	4	5	4	5	4	5	4	4	4
2	2	4	2	Fashion Designer	5	5	5	5	5	4	5	4	5	4	4	4
1	3	1	2	Fashion Designer	5	4	1	5	5	4	1	5	4	4	5	4
1	1	1	3	Hair Dressing Saloon	5	4	1	5	5	4	1	5	4	4	5	4
3	2	5	2	Decoration & Catering	5	4	5	4	4	5	4	4	4	5	4	4
1	2	5	2	Mechanic	5	4	5	4	4	5	4	4	5	5	5	5
2	1	1	1	Decoration & Catering	4	4	4	5	5	4	4	4	5	5	5	5
2	4	1	2	Weaving	5	5	5	5	5	4	5	5	4	3	4	4
1	1	3	2	Soap Making	5	5	5	5	5	4	5	5	3	4	3	5
1	2	2	2	Soap Making	5	5	4	5	5	5	4	4	4	5	5	5
1	1	2	1	Shoe Making	4	4	3	4	5	5	4	4	5	4	4	4
3	2	2	2	Hair Dressing Saloon	5	5	5	5	4	4	5	4	4	4	3	4
1	3	2	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	4	5	5
1	1	2	2	Decoration & Catering	4	4	4	4	4	4	4	4	4	4	4	4
3	2	4	2	Decoration & Catering	4	5	3	5	5	5	5	4	4	5	4	5
1	4	2	1	Hair Dressing Saloon	5	4	4	4	5	4	5	4	3	4	3	5
1	2	2	1	Hair Dressing Saloon	5	5	5	5	5	4	5	4	2	1	1	1
3	1	2	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	5	5	1
1	3	4	2	Cosmetic	5	4	1	5	5	4	1	5	4	4	3	4
1	2	2	1	Cosmetic	5	4	5	4	4	5	4	4	4	4	4	4
2	2	5	2	Business Centre	5	4	5	4	4	5	4	4	1	2	1	2
2	1	3	1	Business Centre	4	4	4	5	5	5	4	4	4	4	5	4
1	1	3	2	Hair Dressing Saloon	5	5	5	5	5	4	5	5	4	4	4	5
1	4	3	4	Decoration & Catering	5	5	5	5	5	4	5	5	5	4	4	4
1	2	4	1	Fashion Designer	5	5	4	5	5	2	4	4	5	4	4	4
2	1	4	1	Fashion Designer	4	4	3	4	5	4	4	4	4	4	5	4
1	2	3	1	Shoe Making	5	5	5	5	4	4	5	4	5	4	5	5

1	1	4	3	Soap Making	5	4	1	5	5	4	4	4	4	4	4	5
1	2	3	2	Fashion Designer	4	4	4	4	4	4	4	4	4	4	4	5
1	1	3	1	Fashion Designer	4	5	4	4	5	4	2	3	5	4	4	4
1	1	3	3	Fashion Designer	5	4	4	4	5	4	4	4	5	4	4	4
2	2	4	1	Shoe Making	4	5	3	5	5	4	5	4	4	4	5	4
1	2	4	1	Hair Dressing Saloon	4	4	3	5	5	4	4	4	4	4	5	4
1	2	3	2	Fashion Designer	5	5	5	5	4	4	5	4	4	5	4	4
1	1	3	4	Fashion Designer	5	5	5	5	5	4	5	5	5	5	5	5
1	3	3	2	Fashion Designer	4	4	4	4	4	4	4	4	5	5	5	5
3	4	3	2	Cosmetic	4	4	4	4	5	4	4	4	4	3	4	4
1	2	5	1	Cosmetic	5	4	5	4	4	5	4	4	3	4	3	5
1	2	4	1	Cosmetic	4	4	5	3	3	5	4	5	4	5	5	5
1	2	4	1	Beautician	4	4	5	4	4	5	4	5	1	2	1	2
1	2	5	1	Hair Dressing Saloon	4	5	3	5	5	3	5	4	4	4	5	4
3	2	5	1	Fashion Designer	5	4	4	4	5	4	5	4	4	4	4	5
1	2	5	2	Fashion Designer	5	5	5	1	5	5	5	4	5	4	4	4
1	3	5	3	Fashion Designer	5	4	1	1	5	2	1	5	5	4	4	4
1	1	4	2	Decoration & Catering	5	4	1	1	5	4	1	5	4	4	5	4
1	2	5	2	Decoration & Catering	5	4	5	4	4	4	4	4	5	4	5	5
1	2	5	2	Cosmetic	5	4	5	4	4	4	4	4	4	4	4	5
2	1	3	2	Cosmetic	4	4	4	5	5	4	4	4	4	4	4	5
3	4	3	2	Cosmetic	5	5	5	5	5	4	5	5	5	4	4	4
1	1	1	2	Business Centre	5	5	5	5	5	4	5	5	5	4	4	4
1	2	4	1	Weaving	5	5	4	5	5	4	4	4	4	4	5	4
1	1	1	2	Weaving	4	4	3	4	5	4	4	4	4	4	5	4
1	2	1	2	Business Centre	5	5	5	5	4	4	5	4	4	5	4	4
3	3	1	2	Hair Dressing Saloon	5	4	5	5	5	4	5	5	5	5	5	5
1	1	3	2	Hair Dressing Saloon	4	4	4	4	4	4	1	4	5	5	5	5
1	3	3	2	Hair Dressing Saloon	2	5	4	4	5	4	2	3	4	3	4	4
1	1	3	2	Hair Dressing Saloon	5	4	4	4	5	5	4	4	3	4	3	5

1	2	1	1	Business Centre	4	5	3	5	5	5	5	4	4	5	5	5
3	2	1	1	Hair Dressing Saloon	4	4	3	5	5	5	4	4	4	3	4	4
1	2	1	1	Beautician	5	5	5	5	4	3	5	4	3	4	3	5
1	4	1	4	Hair Dressing Saloon	5	5	5	5	5	4	5	5	4	5	5	5
2	1	3	2	Cosmetic	4	4	4	4	4	5	4	4	5	4	4	4
1	1	3	3	Cosmetic	5	4	4	4	5	3	4	4	4	4	3	4
1	2	1	2	Cosmetic	5	4	5	4	4	4	4	4	5	4	5	5
2	2	4	1	Decoration & Catering	4	4	5	3	3	5	4	5	4	4	4	4
1	2	1	1	Decoration & Catering	4	4	5	4	4	4	4	5	4	5	4	5
1	1	1	2	Fashion Designer	4	4	4	4	5	4	4	4	3	4	3	5
2	1	5	1	Fashion Designer	4	4	4	4	5	4	4	4	2	1	1	1
2	4	4	2	Fashion Designer	5	4	4	4	5	4	5	4	5	5	5	1
2	1	3	2	Cosmetic	4	4	4	5	5	5	4	4	4	4	3	4
1	1	1	1	Cosmetic	5	1	2	1	4	4	4	1	4	4	4	4
1	1	1	2	Cosmetic	5	1	2	1	4	1	4	1	4	4	5	4
2	2	4	1	Hair Dressing Saloon	5	5	5	5	5	5	5	5	4	4	5	4
2	3	3	2	Hair Dressing Saloon	3	5	4	4	5	5	2	3	4	4	5	4
1	2	1	1	Fashion Designer	5	5	4	5	5	3	4	4	4	5	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	5	4	4
1	1	1	1	Beautician	4	3	3	3	3	4	3	5	4	4	4	5
1	1	3	1	Soap Making	4	4	3	3	3	4	4	3	2	1	2	2
1	2	3	1	Shoe Making	5	5	4	5	5	4	4	3	2	5	5	5
2	2	2	1	Soap Making	5	5	4	5	5	4	4	3	2	5	5	5
1	4	2	2	Shoe Making	5	4	4	4	5	4	5	4	5	5	5	5
1	2	2	2	Cosmetic	5	5	5	5	5	5	5	4	5	4	5	5
1	2	2	1	Hair Dressing Saloon	4	5	3	5	5	2	5	4	4	3	4	4
2	4	2	3	Hair Dressing Saloon	4	4	4	5	3	5	4	4	4	3	4	4
1	2	2	1	Shoe Making	5	5	5	5	5	5	5	4	3	3	3	3
1	3	2	3	Mechanic	5	4	1	5	5	5	1	5	4	3	3	3
1	3	1	2	Mechanic	5	4	1	5	5	5	1	5	5	5	4	5
2	2	2	2	Mechanic	5	4	5	4	4	4	4	4	5	5	4	5

2	2	2	2	Business Centre	5	4	5	4	4	4	4	4	4	4	4	5
2	1	2	2	Decoration & Catering	4	4	4	5	5	4	4	4	4	4	4	5
1	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	1	2	1	2
1	2	1	1	Fashion Designer	5	5	4	5	5	4	4	4	4	4	4	5
1	1	3	1	Fashion Designer	4	3	3	3	3	4	3	5	4	4	4	5
1	1	1	1	Decoration & Catering	4	4	3	3	3	5	4	3	5	4	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	5	4	3	5	4	4	4
1	2	1	2	Fashion Designer	5	5	4	5	5	2	4	3	4	4	5	4
2	4	1	2	Fashion Designer	5	4	4	4	5	5	5	4	5	5	4	5
2	2	1	1	Decoration & Catering	5	5	5	5	5	5	5	4	4	4	4	5
2	2	1	1	Fashion Designer	4	5	3	5	5	4	5	4	4	4	4	5
2	4	1	2	Decoration & Catering	4	4	4	5	3	4	4	4	1	2	1	2
2	2	1	1	Fashion Designer	5	5	5	5	5	4	5	4	4	4	5	4
1	3	1	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	4	5
1	3	1	3	Fashion Designer	5	4	1	5	5	5	1	5	5	4	4	4
1	2	1	2	Decoration & Catering	5	4	5	4	4	5	4	4	5	4	4	4
1	2	1	2	Decoration & Catering	5	4	5	4	4	2	4	4	4	4	5	4
2	1	1	1	Decoration & Catering	4	4	4	5	5	5	4	4	5	4	5	5
2	2	1	1	Fashion Designer	5	5	4	5	5	5	4	4	4	4	4	5
2	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	4	4	5
1	1	2	1	Fashion Designer	4	3	3	3	3	4	3	5	5	4	4	4
1	1	2	1	Fashion Designer	4	4	3	3	3	4	4	3	5	4	4	4
3	2	2	1	Shoe Making	5	5	4	5	5	5	4	3	4	4	5	4
1	2	2	2	Beautician	5	5	4	5	5	5	4	3	4	4	5	4
3	4	1	2	Soap Making	5	4	4	4	5	5	5	4	4	5	4	4
1	2	1	1	Soap Making	5	5	5	5	5	4	5	4	5	5	5	5
1	2	1	1	Soap Making	4	5	3	5	5	4	5	4	5	5	5	5
2	1	1	2	Shoe Making	4	4	4	5	3	4	4	4	4	3	4	4
1	2	1	1	Decoration & Catering	5	5	5	5	5	4	5	4	3	4	3	5
1	3	4	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	5	5	5

3	3	2	2	Decoration & Catering	5	4	1	5	5	5	1	5	5	4	4	4
1	2	5	1	Mechanic	5	4	5	4	4	5	4	4	4	4	3	4
1	2	2	2	Cosmetic	5	4	5	4	4	4	4	4	5	4	5	5
2	1	1	1	Cosmetic	4	4	4	5	5	5	4	4	4	4	4	4
1	2	1	1	Beautician	4	5	3	5	5	5	5	4	4	5	4	5
3	1	1	1	Mechanic	5	4	4	4	5	4	5	4	3	4	3	5
1	2	4	1	Fashion Designer	5	5	5	5	5	3	5	4	2	1	1	1
3	3	1	3	Fashion Designer	5	4	1	5	5	5	1	5	5	5	5	1
3	3	4	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	3	4
1	2	5	1	Hair Dressing Saloon	5	4	5	4	4	4	4	4	4	4	4	4
3	2	5	2	Hair Dressing Saloon	5	4	5	4	4	5	4	4	5	4	5	5
1	1	3	2	Soap Making	5	5	5	5	5	4	5	5	3	4	3	5
1	2	2	2	Soap Making	5	5	4	5	5	5	4	4	4	5	5	5
1	1	2	1	Shoe Making	4	4	3	4	5	5	4	4	5	4	4	4
3	2	2	2	Hair Dressing Saloon	5	5	5	5	4	4	5	4	4	4	3	4
1	3	2	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	4	5	5
1	1	2	2	Decoration & Catering	4	4	4	4	4	4	4	4	4	4	4	4
3	2	4	2	Decoration & Catering	4	5	3	5	5	5	5	4	4	5	4	5
1	4	2	1	Hair Dressing Saloon	5	4	4	4	5	4	5	4	3	4	3	5
1	2	2	1	Hair Dressing Saloon	5	5	5	5	5	4	5	4	2	1	1	1
3	1	2	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	5	5	1
1	3	4	2	Cosmetic	5	4	1	5	5	4	1	5	4	4	3	4
1	2	2	1	Cosmetic	5	4	5	4	4	5	4	4	4	4	4	4
2	2	5	2	Business Centre	5	4	5	4	4	5	4	4	1	2	1	2
2	1	3	1	Business Centre	4	4	4	5	5	5	4	4	4	4	5	4
1	1	3	2	Hair Dressing Saloon	5	5	5	5	5	4	5	5	4	4	4	5
1	4	3	4	Decoration & Catering	5	5	5	5	5	4	5	5	5	4	4	4
1	2	4	1	Fashion Designer	5	5	4	5	5	2	4	4	5	4	4	4
2	1	4	1	Fashion Designer	4	4	3	4	5	4	4	4	4	4	5	4

1	2	3	1	Shoe Making	5	5	5	5	4	4	5	4	5	4	5	5
1	1	4	3	Soap Making	5	4	1	5	5	4	4	4	4	4	4	5
1	2	3	2	Fashion Designer	4	4	4	4	4	4	4	4	4	4	4	5
1	1	3	1	Fashion Designer	4	5	4	4	5	4	2	3	5	4	4	4
1	1	3	3	Fashion Designer	5	4	4	4	5	4	4	4	5	4	4	4
2	2	4	1	Shoe Making	4	5	3	5	5	4	5	4	4	4	5	4
1	2	4	1	Hair Dressing Saloon	4	4	3	5	5	4	4	4	4	4	5	4
1	2	3	2	Fashion Designer	5	5	5	5	4	4	5	4	4	5	4	4
1	1	3	4	Fashion Designer	5	5	5	5	5	4	5	5	5	5	5	5
1	3	3	2	Fashion Designer	4	4	4	4	4	4	4	4	5	5	5	5
3	4	3	2	Cosmetic	4	4	4	4	5	4	4	4	4	3	4	4
1	2	5	1	Cosmetic	5	4	5	4	4	5	4	4	3	4	3	5
1	2	4	1	Cosmetic	4	4	5	3	3	5	4	5	4	5	5	5
1	2	4	1	Beautician	4	4	5	4	4	5	4	5	1	2	1	2
1	2	5	1	Hair Dressing Saloon	4	5	3	5	5	3	5	4	4	4	5	4
3	2	5	1	Fashion Designer	5	4	4	4	5	4	5	4	4	4	4	5
1	2	5	2	Fashion Designer	5	5	5	1	5	5	5	4	5	4	4	4
1	3	5	3	Fashion Designer	5	4	1	1	5	2	1	5	5	4	4	4
1	1	4	2	Decoration & Catering	5	4	1	1	5	4	1	5	4	4	5	4
1	2	5	2	Decoration & Catering	5	4	5	4	4	4	4	4	5	4	5	5
1	2	5	2	Cosmetic	5	4	5	4	4	4	4	4	4	4	4	5
2	1	3	2	Cosmetic	4	4	4	5	5	4	4	4	4	4	4	5
3	4	3	2	Cosmetic	5	5	5	5	5	4	5	5	5	4	4	4
1	1	1	2	Business Centre	5	5	5	5	5	4	5	5	5	4	4	4
1	2	4	1	Weaving	5	5	4	5	5	4	4	4	4	4	5	4
1	1	1	2	Weaving	4	4	3	4	5	4	4	4	4	4	5	4
1	2	1	2	Business Centre	5	5	5	5	4	4	5	4	4	5	4	4
3	3	1	2	Hair Dressing Saloon	5	4	5	5	5	4	5	5	5	5	5	5
1	1	3	2	Hair Dressing Saloon	4	4	4	4	4	4	1	4	5	5	5	5
1	3	3	2	Hair Dressing Saloon	2	5	4	4	5	4	2	3	4	3	4	4
1	1	3	2	Hair	5	4	4	4	5	5	4	4	3	4	3	5

				Dressing Saloon												
1	2	1	1	Business Centre	4	5	3	5	5	5	5	4	4	5	5	5
3	2	1	1	Hair Dressing Saloon	4	4	3	5	5	5	4	4	4	3	4	4
1	2	1	1	Beautician	5	5	5	5	4	3	5	4	3	4	3	5
1	4	1	4	Hair Dressing Saloon	5	5	5	5	5	4	5	5	4	5	5	5
2	1	3	2	Cosmetic	4	4	4	4	4	5	4	4	5	4	4	4
1	1	3	3	Cosmetic	5	4	4	4	5	3	4	4	4	4	3	4
1	2	1	2	Cosmetic	5	4	5	4	4	4	4	4	5	4	5	5
2	2	4	1	Decoration & Catering	4	4	5	3	3	5	4	5	4	4	4	4
1	2	1	1	Decoration & Catering	4	4	5	4	4	4	4	5	4	5	4	5
1	1	1	2	Fashion Designer	4	4	4	4	5	4	4	4	3	4	3	5
2	1	5	1	Fashion Designer	4	4	4	4	5	4	4	4	2	1	1	1
2	4	4	2	Fashion Designer	5	4	4	4	5	4	5	4	5	5	5	1
2	1	3	2	Cosmetic	4	4	4	5	5	5	4	4	4	4	3	4
1	1	1	1	Cosmetic	5	1	2	1	4	4	4	1	4	4	4	4
1	1	1	2	Cosmetic	5	1	2	1	4	1	4	1	4	4	5	4
2	2	4	1	Hair Dressing Saloon	5	5	5	5	5	5	5	5	4	4	5	4
2	3	3	2	Hair Dressing Saloon	3	5	4	4	5	5	2	3	4	4	5	4
1	2	1	1	Fashion Designer	5	5	4	5	5	3	4	4	4	5	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	5	4	4
1	1	1	1	Beautician	4	3	3	3	3	4	3	5	4	4	4	5
1	1	3	1	Soap Making	4	4	3	3	3	4	4	3	2	1	2	2
1	2	3	1	Shoe Making	5	5	4	5	5	4	4	3	2	5	5	5
2	2	2	1	Soap Making	5	5	4	5	5	4	4	3	2	5	5	5
1	4	2	2	Shoe Making	5	4	4	4	5	4	5	4	5	5	5	5
1	2	2	2	Cosmetic	5	5	5	5	5	5	5	4	5	4	5	5
1	2	2	1	Hair Dressing Saloon	4	5	3	5	5	2	5	4	4	3	4	4
2	4	2	3	Hair Dressing Saloon	4	4	4	5	3	5	4	4	4	3	4	4
1	2	2	1	Shoe Making	5	5	5	5	5	5	5	4	3	3	3	3
1	3	2	3	Mechanic	5	4	1	5	5	5	1	5	4	3	3	3

1	3	1	2	Mechanic	5	4	1	5	5	5	1	5	5	5	4	5
2	2	2	2	Mechanic	5	4	5	4	4	4	4	4	5	5	4	5
2	2	2	2	Business Centre	5	4	5	4	4	4	4	4	4	4	4	5
2	1	2	2	Decoration & Catering	4	4	4	5	5	4	4	4	4	4	4	5
1	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	1	2	1	2
1	2	1	1	Fashion Designer	5	5	4	5	5	4	4	4	4	4	5	4
1	1	3	1	Fashion Designer	4	3	3	3	3	4	3	5	4	4	4	5
1	1	1	1	Decoration & Catering	4	4	3	3	3	5	4	3	5	4	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	5	4	3	5	4	4	4
1	2	1	2	Fashion Designer	5	5	4	5	5	2	4	3	4	4	5	4
2	4	1	2	Fashion Designer	5	4	4	4	5	5	5	4	5	5	4	5
2	2	1	1	Decoration & Catering	5	5	5	5	5	5	5	4	4	4	4	5
2	2	1	1	Fashion Designer	4	5	3	5	5	4	5	4	4	4	4	5
2	4	1	2	Decoration & Catering	4	4	4	5	3	4	4	4	1	2	1	2
2	2	1	1	Fashion Designer	5	5	5	5	5	4	5	4	4	4	5	4
1	3	1	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	4	5
1	3	1	3	Fashion Designer	5	4	1	5	5	5	1	5	5	4	4	4
1	2	1	2	Decoration & Catering	5	4	5	4	4	5	4	4	5	4	4	4
1	2	1	2	Decoration & Catering	5	4	5	4	4	2	4	4	4	4	5	4
2	1	1	1	Decoration & Catering	4	4	4	5	5	5	4	4	5	4	5	5
2	2	1	1	Fashion Designer	5	5	4	5	5	5	4	4	4	4	4	5
2	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	4	4	5
1	1	2	1	Fashion Designer	4	3	3	3	3	4	3	5	5	4	4	4
1	1	2	1	Fashion Designer	4	4	3	3	3	4	4	3	5	4	4	4
3	2	2	1	Shoe Making	5	5	4	5	5	5	4	3	4	4	5	4
1	2	2	2	Beautician	5	5	4	5	5	5	4	3	4	4	5	4
3	4	1	2	Soap Making	5	4	4	4	5	5	5	4	4	5	4	4
1	2	1	1	Soap Making	5	5	5	5	5	4	5	4	5	5	5	5
1	2	1	1	Soap Making	4	5	3	5	5	4	5	4	5	5	5	5
2	1	1	2	Shoe Making	4	4	4	5	3	4	4	4	4	3	4	4
1	2	1	1	Decoration & Catering	5	5	5	5	5	4	5	4	3	4	3	5

1	3	4	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	5	5	5
3	3	2	2	Decoration & Catering	5	4	1	5	5	5	1	5	5	4	4	4
1	2	5	1	Mechanic	5	4	5	4	4	5	4	4	4	4	3	4
1	2	2	2	Cosmetic	5	4	5	4	4	4	4	4	5	4	5	5
2	1	1	1	Cosmetic	4	4	4	5	5	5	4	4	4	4	4	4
1	2	1	1	Beautician	4	5	3	5	5	5	5	4	4	5	4	5
3	1	1	1	Mechanic	5	4	4	4	5	4	5	4	3	4	3	5
1	2	4	1	Fashion Designer	5	5	5	5	5	3	5	4	2	1	1	1
3	3	1	3	Fashion Designer	5	4	1	5	5	5	1	5	5	5	5	1
3	3	4	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	3	4
1	2	5	1	Hair Dressing Saloon	5	4	5	4	4	4	4	4	4	4	4	4
3	2	5	2	Hair Dressing Saloon	5	4	5	4	4	5	4	4	5	4	5	5
2	4	4	2	Fashion Designer	5	4	4	4	5	4	5	4	5	5	5	1
2	1	3	2	Cosmetic	4	4	4	5	5	5	4	4	4	4	3	4
1	1	1	1	Cosmetic	5	1	2	1	4	4	4	1	4	4	4	4
1	1	1	2	Cosmetic	5	1	2	1	4	1	4	1	4	4	5	4
2	2	4	1	Hair Dressing Saloon	5	5	5	5	5	5	5	5	4	4	5	4
2	3	3	2	Hair Dressing Saloon	3	5	4	4	5	5	2	3	4	4	5	4
1	2	1	1	Fashion Designer	5	5	4	5	5	3	4	4	4	5	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	5	4	4
1	1	1	1	Beautician	4	3	3	3	3	4	3	5	4	4	4	5
1	1	3	1	Soap Making	4	4	3	3	3	4	4	3	2	1	2	2
1	2	3	1	Shoe Making	5	5	4	5	5	4	4	3	2	5	5	5
2	2	2	1	Soap Making	5	5	4	5	5	4	4	3	2	5	5	5
1	4	2	2	Shoe Making	5	4	4	4	5	4	5	4	5	5	5	5
1	2	2	2	Cosmetic	5	5	5	5	5	5	5	4	5	4	5	5
1	2	2	1	Hair Dressing Saloon	4	5	3	5	5	2	5	4	4	3	4	4
2	4	2	3	Hair Dressing Saloon	4	4	4	5	3	5	4	4	4	3	4	4
1	2	2	1	Shoe Making	5	5	5	5	5	5	5	4	3	3	3	3
1	3	2	3	Mechanic	5	4	1	5	5	5	1	5	4	3	3	3
1	3	1	2	Mechanic	5	4	1	5	5	5	1	5	5	5	4	5

2	2	2	2	Mechanic	5	4	5	4	4	4	4	4	5	5	4	5
2	2	2	2	Business Centre	5	4	5	4	4	4	4	4	4	4	4	5
2	1	2	2	Decoration & Catering	4	4	4	5	5	4	4	4	4	4	4	5
1	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	1	2	1	2
1	2	1	1	Fashion Designer	5	5	4	5	5	4	4	4	4	4	5	4
1	1	3	1	Fashion Designer	4	3	3	3	3	4	3	5	4	4	4	5
1	1	1	1	Decoration & Catering	4	4	3	3	3	5	4	3	5	4	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	5	4	3	5	4	4	4
1	2	1	2	Fashion Designer	5	5	4	5	5	2	4	3	4	4	5	4
2	4	1	2	Fashion Designer	5	4	4	4	5	5	5	4	5	5	4	5
2	2	1	1	Decoration & Catering	5	5	5	5	5	5	5	4	4	4	4	5
2	2	1	1	Fashion Designer	4	5	3	5	5	4	5	4	4	4	4	5
2	4	1	2	Decoration & Catering	4	4	4	5	3	4	4	4	1	2	1	2
2	2	1	1	Fashion Designer	5	5	5	5	5	4	5	4	4	4	5	4
1	3	1	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	4	5
1	3	1	3	Fashion Designer	5	4	1	5	5	5	1	5	5	4	4	4
1	2	1	2	Decoration & Catering	5	4	5	4	4	5	4	4	5	4	4	4
1	2	1	2	Decoration & Catering	5	4	5	4	4	2	4	4	4	4	5	4
2	1	1	1	Decoration & Catering	4	4	4	5	5	5	4	4	5	4	5	5
2	2	1	1	Fashion Designer	5	5	4	5	5	5	4	4	4	4	4	5
2	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	4	4	5
1	1	2	1	Fashion Designer	4	3	3	3	3	4	3	5	5	4	4	4
1	1	2	1	Fashion Designer	4	4	3	3	3	4	4	3	5	4	4	4
3	2	2	1	Shoe Making	5	5	4	5	5	5	4	3	4	4	5	4
1	2	2	2	Beautician	5	5	4	5	5	5	4	3	4	4	5	4
3	4	1	2	Soap Making	5	4	4	4	5	5	5	4	4	5	4	4
1	2	1	1	Soap Making	5	5	5	5	5	4	5	4	5	5	5	5
1	2	1	1	Soap Making	4	5	3	5	5	4	5	4	5	5	5	5
2	1	1	2	Shoe Making	4	4	4	5	3	4	4	4	4	3	4	4
1	2	1	1	Decoration & Catering	5	5	5	5	5	4	5	4	3	4	3	5
1	3	4	2	Decoration	5	4	1	5	5	4	1	5	4	5	5	5

				& Catering												
3	3	2	2	Decoration & Catering	5	4	1	5	5	5	1	5	5	4	4	4
1	2	5	1	Mechanic	5	4	5	4	4	5	4	4	4	4	3	4
1	2	2	2	Cosmetic	5	4	5	4	4	4	4	4	5	4	5	5
2	1	1	1	Cosmetic	4	4	4	5	5	5	4	4	4	4	4	4
1	2	1	1	Beautician	4	5	3	5	5	5	5	4	4	5	4	5
3	1	1	1	Mechanic	5	4	4	4	5	4	5	4	3	4	3	5
1	2	4	1	Fashion Designer	5	5	5	5	5	3	5	4	2	1	1	1
3	3	1	3	Fashion Designer	5	4	1	5	5	5	1	5	5	5	5	1
3	3	4	2	Decoration & Catering	5	4	1	5	5	4	1	5	4	4	3	4
1	2	5	1	Hair Dressing Saloon	5	4	5	4	4	4	4	4	4	4	4	4
3	2	5	2	Hair Dressing Saloon	5	4	5	4	4	5	4	4	5	4	5	5
1	1	3	2	Soap Making	5	5	5	5	5	4	5	5	3	4	3	5
1	2	2	2	Soap Making	5	5	4	5	5	5	4	4	4	5	5	5
1	1	2	1	Shoe Making	4	4	3	4	5	5	4	4	5	4	4	4
3	2	2	2	Hair Dressing Saloon	5	5	5	5	4	4	5	4	4	4	3	4
1	3	2	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	4	5	5
1	1	2	2	Decoration & Catering	4	4	4	4	4	4	4	4	4	4	4	4
3	2	4	2	Decoration & Catering	4	5	3	5	5	5	5	4	4	5	4	5
1	4	2	1	Hair Dressing Saloon	5	4	4	4	5	4	5	4	3	4	3	5
1	2	2	1	Hair Dressing Saloon	5	5	5	5	5	4	5	4	2	1	1	1
3	1	2	3	Decoration & Catering	5	4	1	5	5	4	1	5	5	5	5	1
1	3	4	2	Cosmetic	5	4	1	5	5	4	1	5	4	4	3	4
1	2	2	1	Cosmetic	5	4	5	4	4	5	4	4	4	4	4	4
2	2	5	2	Business Centre	5	4	5	4	4	5	4	4	1	2	1	2
2	1	3	1	Business Centre	4	4	4	5	5	5	4	4	4	4	5	4
1	1	3	2	Hair Dressing Saloon	5	5	5	5	5	4	5	5	4	4	4	5
1	4	3	4	Decoration & Catering	5	5	5	5	5	4	5	5	5	4	4	4
1	2	4	1	Fashion Designer	5	5	4	5	5	2	4	4	5	4	4	4
2	1	4	1	Fashion	4	4	3	4	5	4	4	4	4	4	5	4

				Designer												
1	2	3	1	Shoe Making	5	5	5	5	4	4	5	4	5	4	5	5
1	1	4	3	Soap Making	5	4	1	5	5	4	4	4	4	4	4	5
1	2	3	2	Fashion Designer	4	4	4	4	4	4	4	4	4	4	4	5
1	1	3	1	Fashion Designer	4	5	4	4	5	4	2	3	5	4	4	4
1	1	3	3	Fashion Designer	5	4	4	4	5	4	4	4	5	4	4	4
2	2	4	1	Shoe Making	4	5	3	5	5	4	5	4	4	4	5	4
1	2	4	1	Hair Dressing Saloon	4	4	3	5	5	4	4	4	4	4	5	4
1	2	3	2	Fashion Designer	5	5	5	5	4	4	5	4	4	5	4	4
1	1	3	4	Fashion Designer	5	5	5	5	5	4	5	5	5	5	5	5
1	3	3	2	Fashion Designer	4	4	4	4	4	4	4	4	5	5	5	5
3	4	3	2	Cosmetic	4	4	4	4	5	4	4	4	4	3	4	4
1	2	5	1	Cosmetic	5	4	5	4	4	5	4	4	3	4	3	5
1	2	4	1	Cosmetic	4	4	5	3	3	5	4	5	4	5	5	5
1	2	4	1	Beautician	4	4	5	4	4	5	4	5	1	2	1	2
1	2	5	1	Hair Dressing Saloon	4	5	3	5	5	3	5	4	4	4	5	4
3	2	5	1	Fashion Designer	5	4	4	4	5	4	5	4	4	4	4	5
1	2	5	2	Fashion Designer	5	5	5	1	5	5	5	4	5	4	4	4
1	3	5	3	Fashion Designer	5	4	1	1	5	2	1	5	5	4	4	4
1	1	4	2	Decoration & Catering	5	4	1	1	5	4	1	5	4	4	5	4
1	2	5	2	Decoration & Catering	5	4	5	4	4	4	4	4	5	4	5	5
1	2	5	2	Cosmetic	5	4	5	4	4	4	4	4	4	4	4	5
2	1	3	2	Cosmetic	4	4	4	5	5	4	4	4	4	4	4	5
3	4	3	2	Cosmetic	5	5	5	5	5	4	5	5	5	4	4	4
1	1	1	2	Business Centre	5	5	5	5	5	4	5	5	5	4	4	4
1	2	4	1	Weaving	5	5	4	5	5	4	4	4	4	4	5	4
1	1	1	2	Weaving	4	4	3	4	5	4	4	4	4	4	5	4
1	2	1	2	Business Centre	5	5	5	5	4	4	5	4	4	5	4	4
3	3	1	2	Hair Dressing Saloon	5	4	5	5	5	4	5	5	5	5	5	5
1	1	3	2	Hair Dressing Saloon	4	4	4	4	4	4	1	4	5	5	5	5
1	3	3	2	Hair Dressing Saloon	2	5	4	4	5	4	2	3	4	3	4	4

1	1	3	2	Hair Dressing Saloon	5	4	4	4	5	5	4	4	3	4	3	5
1	2	1	1	Business Centre	4	5	3	5	5	5	5	4	4	5	5	5
3	2	1	1	Hair Dressing Saloon	4	4	3	5	5	5	4	4	4	3	4	4
1	2	1	1	Beautician	5	5	5	5	4	3	5	4	3	4	3	5
1	4	1	4	Hair Dressing Saloon	5	5	5	5	5	4	5	5	4	5	5	5
2	1	3	2	Cosmetic	4	4	4	4	4	5	4	4	5	4	4	4
1	1	3	3	Cosmetic	5	4	4	4	5	3	4	4	4	4	3	4
1	2	1	2	Cosmetic	5	4	5	4	4	4	4	4	5	4	5	5
2	2	4	1	Decoration & Catering	4	4	5	3	3	5	4	5	4	4	4	4
1	2	1	1	Decoration & Catering	4	4	5	4	4	4	4	5	4	5	4	5
1	1	1	2	Fashion Designer	4	4	4	4	5	4	4	4	3	4	3	5
2	1	5	1	Fashion Designer	4	4	4	4	5	4	4	4	2	1	1	1
2	4	4	2	Fashion Designer	5	4	4	4	5	4	5	4	5	5	5	1
2	1	3	2	Cosmetic	4	4	4	5	5	5	4	4	4	4	3	4
1	1	1	1	Cosmetic	5	1	2	1	4	4	4	1	4	4	4	4
1	1	1	2	Cosmetic	5	1	2	1	4	1	4	1	4	4	5	4
2	2	4	1	Hair Dressing Saloon	5	5	5	5	5	5	5	5	4	4	5	4
2	3	3	2	Hair Dressing Saloon	3	5	4	4	5	5	2	3	4	4	5	4
1	2	1	1	Fashion Designer	5	5	4	5	5	3	4	4	4	5	4	4
1	2	1	1	Decoration & Catering	5	5	4	5	5	4	4	4	4	5	4	4
1	1	1	1	Beautician	4	3	3	3	3	4	3	5	4	4	4	5
1	1	3	1	Soap Making	4	4	3	3	3	4	4	3	2	1	2	2
1	2	3	1	Shoe Making	5	5	4	5	5	4	4	3	2	5	5	5
2	2	2	1	Soap Making	5	5	4	5	5	4	4	3	2	5	5	5
1	4	2	2	Shoe Making	5	4	4	4	5	4	5	4	5	5	5	5
1	2	2	2	Cosmetic	5	5	5	5	5	5	5	4	5	4	5	5
1	2	2	1	Hair Dressing Saloon	4	5	3	5	5	2	5	4	4	3	4	4
2	4	2	3	Hair Dressing Saloon	4	4	4	5	3	5	4	4	4	3	4	4
1	2	2	1	Shoe Making	5	5	5	5	5	5	5	4	3	3	3	3
1	3	2	3	Mechanic	5	4	1	5	5	5	1	5	4	3	3	3

1	3	1	2	Mechanic	5	4	1	5	5	5	1	5	5	5	4	5
2	2	2	2	Mechanic	5	4	5	4	4	4	4	4	5	5	4	5
2	2	2	2	Business Centre	5	4	5	4	4	4	4	4	4	4	4	5
2	1	2	2	Decoration & Catering	4	4	4	5	5	4	4	4	4	4	4	5
1	2	2	1	Decoration & Catering	5	5	4	5	5	4	4	4	1	2	1	2
1	2	1	1	Fashion Designer	5	5	4	5	5	4	4	4	4	4	5	4
1	1	3	1	Fashion Designer	4	3	3	3	3	4	3	5	4	4	4	5
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Continued

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LEAST SQUARES REGRESSION DATA

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4.4	4.4	4	3.6	3.8
4.4	4.6	5	5	4.6
4.8	4.6	5	4.2	4.2
4.8	3.8	4.2	4.2	4.6
3.2	3.8	4.4	4.2	4
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4.8	4	4	2.6	4.6
4.8	3.8	3.8	5	4.6
4.4	4.6	5	4	4.4
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4.4	4.4	4.6	4.6	4.2

4	3.8	4.4	2.6	3.6
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4	3.6	3.6	4	4.6
4.4	4.2	4.2	3.6	4.4
4.4	4.4	4.6	4.4	4.4
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4.4	4.2	4.8	4.2	5
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5	3.2	1	1	1.2
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4.8	3.8	4	2.6	4.6
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4.8	4.4	4	3.6	3.8
5	4.8	5	5	4.6
4	4.4	5	4.2	4.2
4.2	3.8	4.2	4.2	4.6

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