

MOTIVATIONAL STRATEGIES FOR SKILL EMPOWERMENT OF TECHNICAL COLLEGE GRADUATES IN MOTOR VEHICLE MECHANIC AND ELECTRICAL INSTALLATION WORK IN PARTNERSHIP WITH LOCAL GOVERNMENT AUTHORITY.

BY

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Abstract

The study was designed to identify Motivational strategies for skill Empowerment of Technical College Graduates in Motor Vehicle Mechanic and Electrical Installation work in partnership with Local Government Authority in Enugu State. Three research questions in line with the specific purpose of the study were stated to guide the study. Descriptive survey research design was adopted for the study. The population for the study was 85 comprised of technical college Motor Vehicle Mechanic Work and Electrical Installation teachers and supervisors of education at the local government authority. The entire population constituted the sample because of the manageable size of the population. A Forty one (41) item questionnaire was developed from the literature and used for data collection. Three experts from the Faculty of Vocational Technical Education, University of Nigeria, Nsukka validated the instrument. Cronbach alpha reliability method was used to determine the internal consistency of the instrument. A reliability coefficient of 0.76 was obtained. The data were analyzed using the mean and standard deviation to answer the research questions. It was found out from the study that 22 motivational strategies could be provided before enrolling in Motor Vehicle Mechanic Work and Electrical Installation, 13 motivational strategies could be provided during the programme, and 6 motivational strategies could be provide after the programme (Motor Vehicle Mechanic Work and Electrical Installation) in partnership with Local Government Authority in Enugu State. It was therefore recommended that the Government of Enugu state should use these identified motivational strategies to lure the technical college graduate to enroll in the Motor Vehicle Mechanic Work and Electrical Installation training at any skill acquisition centre empowered to carry out the programme for training.

Introduction

Technical college is a three year post junior secondary school where technical subjects are offered to interested learners to enable them graduate as competent skilled craftsmen in any of the trades such as motor vehicle mechanic work and Electrical installation (Federal Republic of Nigeria, 2013). Motor vehicle mechanic work is a technical education programme that consist of the following tasks; maintenance, adjustment, inspecting, installing and repairs of automobile engines, engines accessories and power transmission

(Erjavec, 2010). It is so designed to provide training for the technical college students who are interested in becoming skilled craftsmen in any of the following trades; service station mechanic, petrol engine maintenance, diesel engine maintenance, engine refurbishing, and auto-electricity/electronics. Also, in Technical College learners are trained on Electrical installation and maintenance works.

Electrical Installation and Maintenance Works offered in technical colleges comprising of the following modules; Domestic and Industrial Installation; winding of electrical machines

and Battery charging (Federal Government of Nigeria, 2013). The aim of Electrical Installation and maintenance Works is to prepare individuals who complete the programme to effectively install, operate, maintain, and repair electrically energized systems as well as instructions in the use of test equipment and meters (National Business and Technical Education Board, NABTEB, 1995). Training and skills in Motor vehicle mechanic work and electrical installation also involves clearing, repairing, adjusting, installing, assembling and performing routine preventive maintenance on the various systems of automobile and electrical systems. These skills consequently can provide employment for interested unemployed technical college graduates in the area they are trained. In this study, unemployed technical college graduate is an individual that has completed three (3) years of technical college education and have taken external examination by the National Business and Technical Education Board, NABTEB but could not secure admission into tertiary institutions like Colleges of Education (COE), Polytechnics or University.

According to Olaitan (2009), these graduates are trapped at a buffer zone between the border of secondary school and higher education and can be regarded as academic refugees or a drop out that depends solely on handouts from their parents for survival. If they are well trained in occupational programme like automobile technology/electrical installation they will be able to earn a living and make some contributions to the economy of their community or state.

Training according to Gordon (1992) is a planned and systematic modification of behaviour through learning events, activities and programme which results in the participants achieving the level of knowledge, skills and abilities to carry out their work effectively. Onuka (2008) viewed training as a skill acquisition process through which graduates are taught new knowledge and skills

and how to apply them. The objective of training technical college graduates in occupation like Motor vehicle mechanic work and electrical installation is to assist them in acquiring relevant competencies in all aspect of automobile technology and electrical system services so as to increase their capacity. Training with reference to the study is the exposure of individual technical college graduate or learner into step-by-step skills in automobile/electrical installation repairs, operations and maintenance that helps to make the individual marketable in the job market. These skills that help to make the individual relevant and sought after by the society are christened saleable skills.

In any occupation, individuals are expected to learn the skills in carrying out activities in such occupation. Arul in Olaitan & Ike (2015) stated that skill involves specialized dexterity, analytical ability within a specialty and faculty in the use of tools and techniques of the specific discipline. These skills according to Nwoji and Osinem (2010) include safety and health skills, basic and advanced machine operation skills, technical writing skills and bulletin sketching/drawing skills. Skill in the opinion of Ohanu and Orji (2013) are expertness in carrying out a particular activity in a given occupation. These skills though very useful, important and strategic, they are very expensive in terms of human and material resources to be acquired. These resources are in the area of materials, cost of training, cost of establishment, land for training, security of life and property, cost of advertisement among others. These resources must be provided before the programme can be motivational and effective.

Motivation in the view of Nnachi (2009) refers to forces acting on or within an individual to cause, initiate or direct behaviours. Abu (2014) explained that motivation is a prime factor in human success era job and it is by means of motivation that an action is taken to reach a goal. Onwuamman and Onwuamunam (2002) viewed motivation as an individual

urges, desire, tendency or striving to achieve a goal or fulfill certain needs. In the opinion of Colman (2003), motivation is a driving force or forces responsible for initiation, persistence, direction and vigour of goal directed behaviours. Motivation is the key to success and a driving force by which humans achieve their goals in an occupation. In this study, technical college graduates will require motivation in order to accept the medal of being called a mechanic or electrician, while other students are in institutions studying highly recognized societal programmes like medicine, pharmacy, law among others. This motivation will help to reduce some societal perception of inferiority complex. In order to achieve the purpose of Skill Empowerment among Technical College Graduates in Motor Vehicle Mechanic and Electrical Installation work in the area of the study through motivation, certain strategy must be adopted.

Strategy according to Encarta (2009) is a carefully devised plan of action to achieve a goal. Falex (2009) explained that strategy is actions resulting from intended plan to accomplish a specified goal. Motivational strategy in this study is certain actions that can attract the technical college graduates into motor vehicle mechanic and electrical installation and maintenance work practices. Nevertheless, the major difficulty or constraint in the area of the study is that some of the stakeholders like the government, institution of learning, financial institution, seem to have higher priorities for other projects other than learning the cost of training technical students alone. Therefore, if stakeholders work together in partnership to provide motivational strategies for implementing Motor vehicle mechanic work and electrical installation and maintenance programme technical college graduate are likely to acquire skills in electrical installation, automobile repairs, operations and maintenance for earning a living within their environment.

Partnership refers to as relationships, linkages, cooperation, network, association and

collaboration between two or more parties or organizations (Singzi, 2011). A partnership is defined as a formal relationship with joint rights and responsibilities between two or more parties in cooperation to achieve mutual goals Human Resource Development Council for South Africa (HRDC, 2014). In this study, partnership involves stakeholders like community leaders, academic trainers, commercial banks officials working together with local government administrations to provide motivations that will help technical college graduate accept training in a comfortable environment within the local government area, i.e. the motivations to be provided will serve as a strategy to enable the technical college graduate accept training, stay in training and establish after training for the purpose of earning a living and sustaining it. If the motivational strategies were identified and used for skill empowerment of motor vehicle mechanic and electrical installation work graduates in skill acquisition centres, there is possibility that they could have taken to jobs in motor vehicle mechanic and electrical installation work enterprise. This will help to reduce their poverty, replace aged parents in such enterprises and could also make enough service personnel available for such jobs.

Purpose of the Study

The main purpose of the study is to identify the motivational strategies for empowering Technical college graduates with saleable skills in Motor vehicle Mechanic Work and Electrical Installation in partnership with Stakeholders in Enugu State. Specifically, the study will sought, to identify:

1. Motivational strategies before enrolling in Motor vehicle Mechanic Work and Electrical Installation.
2. Motivational strategies during the training on Motor vehicle Mechanic Work and Electrical Installation.
3. Motivational strategies after the training on Motor vehicle Mechanic Work and Electrical Installation.

Research Questions

The following research questions are formulated to guide the study:

1. What are the Motivational strategies before enrolling in Motor vehicle Mechanic Work and Electrical Installation?
2. What are Motivational strategies during the training on Motor vehicle Mechanic Work and Electrical Installation?
3. What are Motivational strategies after the training on Motor vehicle Mechanic Work and Electrical Installation?

Methodology

Survey research designed was adopted for the study. Three research questions were developed and answered by the study. The population for the study is 85 comprised of technical college Motor Vehicle Mechanic Work and Electrical Installation teachers and supervisors of education at the local government authority. There was no sampling due to the manageable size of the population. Questionnaire was used as the instrument for data collection and the questionnaire items

were generated from the information sourced from the related literature. The questionnaire consisted of three sections. Section A sourced for data information on the motivational strategies before enrolling in the programme, section B sourced for data information on the motivational strategies within/during the programme, while section C sourced information on motivational strategies after the programme. The instrument is structured on the Likert five point scales of Strongly Agreed, Agree, Undecided, Disagree and Strongly Agree. The instrument was face validated by three experts from the Department of Vocational Teacher Education, University of Nigeria, Nsukka. Reliability of the instrument was done using Cronbach alpha coefficient method of reliability and a reliability coefficient of 0.76 obtained. The data were analyzed using the mean and standard deviation to answer the research questions. In taking decisions, any item with a mean of 3.50 and above was considered as agreed while any item with a mean of 2.49 and below was considered as Disagreed.

Results

The results are presented in accordance with the research questions formulated in the study.

Research Questions 1: What are the Motivational strategies before enrolling in Motor vehicle Mechanic Work and Electrical Installation?

Table 1: The mean scores/standard deviation responses of supervisors of education at the local government authority and technical college teachers on motivational strategies before enrolling in the programme.(N=85).

S/N	Motivational Strategies	X	SD	Remarks
Motivational Strategies by Local Government Authority				
1	Mandate relevant institutions to develop skill training programme in Motor Vehicle Mechanic Work and Electrical Installation.	3.70	1.10	Agreed
2	Support the developers of the skill training programme with relevant facilities such as funds.	3.70	1.10	Agreed
3	Test-Run the developed programme for effectiveness.	<i>Olaitan, O. O., Orji, T. C.; Ike, J. O. & Obe P. I</i>		
4	Advertises the programme to enable interested youth to apply for training.	3.88	1.11	Agreed
5	Create a suitable training centre for the programme e.g. mechanic village or skill acquisition centres or community college skill centre.	3.98	1.03	Agreed

6	Create incentives for trainee such as free tuition (tuition free training).	4.05	1.01	Agreed
Motivational strategies by parent (parent strategies)				
7	Provide maintenance such as food, clothes and provision for trainees'.	4.14	0.98	Agreed
8	Reduce extra engagement, such as errands for trainee to enable them attend training.	4.21	0.91	Agreed
9	Accept to pay any levy to subsidize local government financing of the programme.	4.25	0.97	Agreed
10	Provide for the cost for training facilities (cost of training materials).	4.30	0.92	Agreed
11	Help in advertising the programme.	4.38	0.86	Agreed
Motivational Strategies by the Programme.				
12	The programme should contain clear and process skills for training.	4.21	1.32	Agreed
13	Clearly stated achievable objectives in the selected programmes.	4.13	1.22	Agreed
14	It must have a duration i.e period of training should be clear and precise.	4.02	1.20	Agreed
15	Provide direct guide for trainers to facilitate training.	4.16	1.19	Agreed
16	The programme should contain job marketing skills for success.	4.20	1.18	Agreed
17	The programme should make use of the task instruction sheets as practicable to allow for consultations by trainees to learn on their own.	4.44	0.97	Agreed
Motivational Strategies by the Community (Community Strategy).				
18	Provision of land/space for establishing the centre for the programme.	3.77	0.95	Agreed
19	Assisting in the financing of the project through building and procurement of equipment.	3.73	0.98	Agreed
20	Assisting in making available some adhoc staff such as security and cleaners.	3.53	0.97	Agreed
21	The community can assist the local government in the payment of honorarium for staff (trainers) of the programme.	3.93	0.92	Agreed
22	Providing accommodation for the trainers of the programme.	4.42	0.97	Agreed
Grand Mean		4.04		Agreed

Note: Total number of respondents (N) = 85, Number of supervisors of education (n₂) = 68, $\bar{X}$ = Grand mean, SD = standard deviation. Olaitan, O. O., Orji, T. C.; Ike, J. O. & Obe P. I

Table 1 above revealed that all the 22 items had their means ranged from 3.53-4.44 and were above the cut-off point of 3.50. This revealed that the respondents agreed that all the 22 items were required as motivational strategies before enrolling in the programme (Motor Vehicle Mechanic Work and Electrical Installation) in partnership with Local Government Authority in Enugu State. A

grand mean of 4.04 indicates positive perception of the respondents on the item statements listed in that cluster. The standard deviation (SD) of the items in the cluster ranges from 0.86-1.22 indicating that respondents were close to one another in their opinion on motivational strategies before enrolling in the programme (Motor Vehicle Mechanic Work and Electrical Installation) in

partnership with Local Government Authority in Enugu State for high enrollment.

Research Questions 2: What are Motivational strategies during the training on Motor vehicle Mechanic Work and Electrical Installation?

Table 2: The mean scores/standard deviation responses of supervisors of education at the local government authority and technical college teachers on motivational strategies within the programme.(N=85).

programme.(14-05).

S/N	Items	X	SD	Remarks
Motivational Strategies by the Local Government (Local Government Strategy)				
1.	Select quality and competent personal as trainers in the centre.	4.25	1.20	Agreed
2.	Remind the technical college graduate of the benefits from Motor Vehicle Mechanic Work and Electrical Installation maintenance and repair.	3.98	1.22	Agreed
3.	Pay commensurate salaries and allowances to the trainers as at when due.	4.24	1.03	Agreed
4.	Provide required facilities for training and encourage the technical college graduate.	4.20	0.94	Agreed
5.	Encourage the technical college graduate and other youths to practice with them for mastery of skills during training.	4.16	1.05	Agreed
6.	Provide technical college graduates with working tools inputs on indication of positive interest and performance during training.	4.32	1.02	Agreed
7.	Provide institutional facilities.	4.16	1.11	Agreed
8.	Guarantee the freedom and security of trainee from others persuaders during training.	4.08	1.27	Agreed
9.	Promise the technical college graduate assistance in their establishment of auto mechanic and electrical installation workshop.	4.06	1.20	Agreed
Motivational Strategies for the Trainers (Trainers Strategies)				
10	Present skills to be performed during training sequentially and logically i.e. from known to unknown.	3.96	1.15	Agreed
11	Take the trainee (technical college graduate) for excursion or field trips to relevant electrical, automobile industry and auto-repair shops.	4.22	0.92	Agreed
12	Involve the technical college graduate in the evaluation of their interest and performance in Motor Vehicle Mechanic Work and Electrical Installation.	3.96	1.20	Agreed
13	Offer suggestions and guidance when needed during difficulty.	<i>Olaitan, O. O., Orji, T. C.; Ike, J. O. & Obe P. I</i>		
Grand Mean				

Note: Total number of respondents (N) = 85, Number of technical teachers (n₁)= 17, number of supervisors of education(n₂) =68, $\bar{X}$ = Grand mean, SD= standard deviation.

The results on Table 2 showed that the mean responses of all the thirteen items exceed the cut-off point of 3.50. This implies that majority of the respondents used in the study

agreed on all the listed items as being motivational strategies within the programme in partnership with Local Government Authority in Enugu State. Also, The standard deviation (SD) of the items in the cluster ranges from 0.92-1.27 indicating that

respondents were close to one another in their opinion on motivational strategies within the programme (Motor Vehicle Mechanic Work and Electrical Installation)in partnership with Local Government Authority in Enugu State for high enrollment.

Research Questions 3: What are Motivational strategies after the training on Motor vehicle Mechanic Work and Electrical Installation?

Table 3: The mean scores/standard deviation responses of supervisors of education at the local government authority and technical college teachers on motivational strategies after the programme.(N=85).

S/N	Items	X	SD	Remarks
Motivational Strategies by the Local Government After the Programme				
1.	Provision of grants and loans to trainees to enable them establish and sustain electrical installation/automobile repair workshop.	3.90	1.00	Agreed
2.	Encourage the establishment of a demonstration centre such as the mechanic village to enhance the interest of the trainees and their work.	4.08	1.32	Agreed
3.	Subsidize the cost of purchase of facilities and workshop tools required by the technical college graduate in establishing the electrical installation/automechanic workshop.	3.86	1.11	Agreed
4.	Establishing a monitoring and evaluating team to visit the electrical installation/automobile repair workshop, offer feedback and advice.	4.45	0.90	Agreed
5.	Provision of market search link for technical college graduates to enhance their sale and success.	4.09	1.08	Agreed
6.	Sponsoring the retaining of technical college graduates on new technologies or innovations in Motor Vehicle Mechanic Work and Electrical Installation.	4.26	0.97	Agreed
Grand Mean		4.10		Agreed

Note: Total number of respondents (N) = 85, Number of technical teachers (n₁)= 17, number of supervisors of education(n₂)=68, $\bar{X}$ = Grand mean, SD= standard deviation

Table 3 reveals that respondents agreed to all the item statements listed (item 1- 6) with mean scores ranging from 3.86 – 4.45. With the grand mean rating of 4.10 by respondents, this indicates that motivational strategies after the programme in partnership with Local Government Authority in Enugu State are highly necessary. The Standard Deviation for the items for this cluster ranges from 0.90 - 1.32 indicating that the respondents were close to one another in their perception of the motivational strategies after the programme in partnership with Local Government Authority in Enugu State.

Discussion of Findings

The findings of the study in table 1 revealed that all the twenty-two motivational strategies are necessary to be incorporated in the motivational strategies for empowering technical college graduates with saleable skills in Motor Vehicle Mechanic Work and Electrical Installationin partnership with Local Government Authority in Enugu State. All the motivational strategies recorded quite high mean responses (above 3.50 which is the cut-off point). These includes mandating relevant institutions to develop skill training

programme in Motor Vehicle Mechanic Work and Electrical Installation, support the developers of the skill training programme with relevant facilities such as funds, test-Run the developed programme for efficacy or effectiveness, advertises the programme to enable interested youth to apply for training, create a suitable training centre for the programme e.g. mechanic village or skill acquisition centres or community college skill centre as well as creating incentives for trainee such as free tuition (tuition free training). Others includes parental motivational strategies, programme and community motivational strategies. The findings of this study are in substantial agreement with the work of Abu (2014) who had earlier stated that that motivation is a prime factor in human success era job and it is by means of motivation that an action is taken to reach a goal. The findings of the study is in conformity with the findings of Dimelu and Olaitan (2010) in a study on motivational initiatives for enhancing skill empowerment of youths in Home economics occupation for work towards peace in Niger Delta where it was found out that 11 motivational initiates could be provided by the government, 12 motivational initiates could be provided by the community for the skill empowerment of youths in home economics occupations for work towards peace in Niger Delta. The findings are in line with the view of Odafi (1990) who said that government should encourage farmers in the agriculture industry through funding.

The data in table 2 showed the mean ratings of respondents on the motivational strategies within the programme by the local government and the trainers for empowering technical college graduates with saleable skills in Motor Vehicle Mechanic Work and Electrical Installation. Such motivational strategies as revealed by the findings include, reminding the technical college graduate of the benefits from Motor Vehicle Mechanic Work and Electrical Installation maintenance and repair, paying commensurate salaries and

allowances to the trainers as at when due, providing required facilities for training and encouraging the technical college graduate, presenting skills to be performed during training sequentially and logically i.e. from known to unknown, taking the trainee for excursion or field trips to relevant electrical installation, automobile industry and auto-repair shops, involving the technical colleges graduate in the evaluation of their interest and performance and offering suggestions and guidance when needed especially during difficulty. This finding is supported by Onwuamman and Onwuamunam (2002) who stated that for effective partnership to enhance motivation, it involves the contributions from all stake holders and motivation within the programme by the government making some commitment. The findings are also in line with the view of Odafi (1990) who said that government should encourage farmers in the agriculture industry through funding.

The results in Table 3 show the motivational strategies by the local government after the programme which includes provision of grants and loans to trainees to enable them establish and sustain electrical installation and automobile repair workshop, encourage the establishment of a demonstration centre such as the mechanic village, skill acquisition centres or community college skill centre to enhance the interest of the trainees and their work, subsidize the cost of purchase of facilities and workshop tools required by the technical college graduate in establishing the electrical installation/auto mechanic workshop, establishing a monitoring and evaluating team to visit the electrical installation/automobile repair workshop, offer feedback and advice, provision of market search link for technical college graduates to enhance their sale and success, and sponsoring the retaining of technical college graduates on new technologies or innovations in electrical and automobile technology. This result agreed with the opinion of Singzi (2011) who found out that by the relevant stakeholders making

some commitment towards the training programme will guarantee effective implementation and the trainee will see the full benefits of taken part or participating in such training programme. The findings are in line with the view of Odafi (1990) who said that government should encourage farmers in the agriculture industry through funding.

Conclusion

The students in the academic refugee camp have been of great concern to stakeholders, the government, national security and economic development. Like the saying goes that an idle mind is the devils workshop, some of these students due to frustration for not proceeding to next level of their academic pursuit might lead them to engage in some nefarious activities which might have great consequences to stakeholders, the government, national security and economic development, there is need to make these categories of student independent and be able to contribute on their own right sustainability to the development of the economy of the country while still staying focus on their overall aims and goals towards their academic pursuit. Therefore, they need motivation that could substantially move them into Motor Vehicle Mechanic Work and Electrical Installation repair works for earning a living independent of theirs parents and also to improve and boost the shortage of manpower in the sector.

Recommendations

The following recommendations are made based on the findings:

1. Government of Enugu state should use these identified motivational strategies to lure the technical college graduate to enroll in the Motor Vehicle Mechanic Work and Electrical Installation training at any skill acquisition centre empowered to carry out the programme for training.
2. The government should implement the motivational strategies identified by the study to convince the technical college graduate to enter into training for Motor Vehicle and Electrical Installation repairs and servicing trade
3. Non- governmental organization should be encouraged to use the findings of this study to help the technical college graduate enter into Motor Vehicle Mechanic and Electrical Installation repair and servicing and at the same time the industry should assist in obtaining materials for start-up.

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