

**INFLUENCE OF VOCATIONAL TRAINING SKILLS IN PROMOTING SELF-
RELIANCE AMONG INTERNALLY DISPLACED PERSONS IN ADAMAWA
STATE,NIGERIA**

BY

MARTHAYADUMA

(P16EDVE8049)

**DEPARTMENT OF HOME ECONOMICS,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

NOVEMBER, 2021

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
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**DEPARTMENT OF HOME ECONOMICS,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

NOVEMBER, 2021

DECLARATION

I declare that this dissertation titled ‘INFLUENCE OF VOCATIONAL TRAINING SKILLS IN PROMOTING SELF-RELIANCE AMONG INTERNALLY DISPLACED PERSONS IN ADAMAWA STATE, NIGERIA’ has been carried out by me in the Department of Home Economics, Faculty of Education, Ahmadu Bello University Zaria. The information derived from the literature has been duly acknowledged and a list of references provided. No part of this dissertation was previously presented for another degree at this or any other institution.

Martha Yaduma
P16EDVE8049

Date

CERTIFICATION

This dissertation titled “INFLUENCE OF VOCATIONAL TRAINING SKILL IN PROMOTING SELF-RELIANCE AMONG INTERNALLY DISPLACED PERSON IN ADAMAWA STATE, NIGERIA” by MarthaYadumameets the regulations governing the award of Master’s Degree Education (M.Ed), Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation

Dr. M. A. Abubakar
(Chairperson Supervisory Committee)

Date

Prof. A. Z. Mohammed
(Member Supervisory Committee)

Date

Dr. M. A. Abubakar
(Head of Department Home Economics)

Date

Prof. S.A.Abdullahi
(Dean School of Postgraduate Studies)

Date

DEDICATION

The research work is dedicated to my late husband Mr Mathias Hazel Shingu

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ABSTRACT

The study assessed the influence of vocational training skills in promoting self-reliance among Internally Displaced Persons in Adamawa State, Nigeria. The objectives of the study were to determine the influence of IDPs tailoring skills, hairdressing skills, soap making skills, knitting skills, and shoemaking skills on theirself-reliance. The study adopted a descriptive survey design. The population of the study consisted of 1,471 graduates of the IDP skill acquisition programme in all the six (6) IDPs Centres in Adamawa State. A total of 300 respondents were sampled using a proportionate random sampling technique from the 1471 IDPs skill acquisition graduates from the six (6) centers. The instrument used for data collection was a structured questionnaire titled Training Skills for Promoting Self-reliance (TSPSR). The reliability coefficient of the instrument was 0.78 and was determined using the Cronbach Alpha method. Means and standard deviation were used to analyse the information for the research questions while chi-square statistic was used to test the hypotheses at 0.05 alpha level. The findings of the study shows that: There is a positive influence of IDPs tailoring skills on theirself-reliance ($p=0.00<0.05$), there is a positive influence of IDPs hairdressing skills on theirself-reliance ($p=0.00<0.05$), soap making skills acquired by IDPs has a positive influence on theirself-reliance ($p=0.00<0.05$), there is a positive influence of IDPs knitting skills on theirself-reliance ($p=0.00<0.05$) and there is a positive influence of IDPs shoemaking skills on theirself-reliance ($p=0.00<0.05$). The study concludes that the skills acquired has enable the IDPs to generate income to solve domestic problems, payment of children's school fees is never a burden to them again, feeds their children with 3 square meals every day and even payment of rent as when due from what they generate from work. It was recommended among others that IDPs officials should make more provision for the enrolment of more IDPs who are unskilled and have interest in all these areas of skills (tailoring, hair dressing, soap making, knitting and shoemaking) to enable them become self-reliant before and after they leave the IDP camps.

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OPERATIONAL DEFINITION OF TERMS

The following terms are operationally defined as applied in this study;

Internally Displaced Persons: These are people who have been forced to flee their homes or places of habitual residence and mostly stay in the camps as a result of armed conflict, violations of human rights and who have not crossed an internationally recognized state border

Skill: According to this study skill is the well-established habit of doing something as a result of the acquisition of performance capabilities, e.g. Tailoring skill.

Skill Training: is to teach the IDPs procedure and techniques needed for a specific job such as knitting, shoemaking, soap making, hairdressing and tailoring.

Vocational Skill: training; is the process of enlarging people's choice for a long, productive and healthy life and an effective instrument for a decent standard of living.

Self-reliance; is the ability of the individual or a household to generate sufficient income that will enable it to cater for the needs of the family

LIST OF ABBREVIATIONS

IDPs	Internally Displaced Persons
HCT	Human Capital Theory
ADSEMA	Adamawa State Emergency Management Agency
ADSCOEH	Adamawa State College of Education Hong
NEEDS	National Economic Empowerment Development Strategies
VTSPSR	Vocational Training Skill for Self-Reliance

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The forceful displacement of civilians remains one of the most pressing humanitarian problems in developing countries. The displaced persons lose their social, legal and economic ties and thus suffer considerable physical and psychological hardship. They often face special difficulties not shared with other conflict-affected groups that make their livelihoods insecure. Since around 2009 to date, an alarming number of people in North-east Nigeria, particularly Borno and Adamawa states had to abandon their homes and livelihoods in the face of civil conflict, natural or economic disasters, insurgency (Boko Haram) or other threats. These groups of people do not cross an international border; they are therefore considered ‘internally displaced persons (IDPs). An IDP is defined as: ‘A person or group of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence as a result of or to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or hand-made disasters, and who have not crossed an internationally recognized state border United Nation (UN, 2004). Internally displaced persons are a vulnerable group whose impoverishment in the immediate aftermath of their forced movement was an economic shock that has been hard to overcome, especially since they lost access to significant assets. They have had to adapt to a new context but still suffer from loss and trauma.

At the end of 2014, it was estimated that there were 38.2 million IDPs worldwide, the highest level since 1989, the first year for which global statistics on IDPs are available. Nigeria was rated among ten countries in the world with the largest IDP populations

having 1.2 million IDPs United Nations High Commission Refugees, (UNHCR, 2014). Figures show that the number of IDPs has risen steadily. Timothy (2014) reported that in 2013 Daily Post agency recorded one hundred and thirty-six thousand and ten (136,010) IDPs in Adamawa State, three hundred and twenty-one thousand one hundred and forty-five (321,145) IDPs in Borno State and ninety-six thousand, four hundred and sixty-seven (96,467) IDPs in Yobe State. This steadily increased in 2014 to one hundred and sixty thousand, one hundred and ninety-eight (160,198) Internally displaced persons in Adamawa State, four hundred and two thousand, and thirty-nine (402,039) in Borno State and one hundred and sixteen thousand, five hundred and thirty-six (116,536) in Yobe State (Timothy, 2014). Timothy also added that as of November 16, 2014, Adamawa State had six camps while Borno had 12 camps. A research study conducted by Falobi, (2014) revealed that the Boko Haram conflict was cited as the reason for displacement by 89 per cent of the population of IDPs on average throughout the year. Community clashes have caused an average of 9.9 per cent of displacements, while natural disasters were responsible for 0.6 per cent displacement (Falobi, 2014). These displaced individuals while in the camps undergo series of training skills to support their lives after living in the camps.

Vocational Skill Training is a learned superlative performance that can be effortlessly reproduced (Nyanduga, 2004). Acquisition on the other hand is the ability to own and exhibit ownership of an enterprise as an inherent character. Skill acquisition may be viewed as the process of making the superlative output of a general characteristic of one's behavior in a given field. It involves a gradual change from a less effective to an extremely proficient one (Nyanduga, 2004). Skill acquisition involves the development of

a new way of doing things, usually gained through training or experience. The importance of skills acquisition among Nigerian IDPs cannot be overemphasized. Thus, for IDPs to be self-reliant they must be trained in certain skills such as knitting, hairdressing, fashion designing, tailoring and soap making. Displaced people who become self-reliant can lead active and productive lives and weave strong social, economic and cultural ties with their host communities. The challenges communities faced with IDPs is that after living in the camps, most of the IDPs become completely dependent on government, Non-governmental organizations and some well to do individuals for feeding, housing and other needs. The government and NGOs help these IDPs with foodstuff and building materials but yet it is still not enough to curtail the poverty level. It is based on this that government and non-governmental organizations find it necessary to organize vocational training skills in areas such as tailoring, hairdressing, knitting, soap making and shoemaking for the IDPs while in the camps.

Tailoring skills entails an activity that involves learning occupations that entail measurement, cutting of cloth of different types into different shapes and converting the designed cloth into the dress of different types using pedal or automatic sewing machine (Igbo and Ileoeje, 2012). Dressmaking skills acquisition is a vocational skill acquisition programme designed for rehabilitation IDPs. This programme involves activities in occupations that entails measuring and cutting cloth of different types into different sizes and shapes to produce different types of dresses.

Hairdressing is a skill acquisition programme designed for the rehabilitation of IDPs. This programme involves activities in occupations that entail the provision of services related to hair decoration, cutting and style to change or maintain a person's

image. This is achieved using a combination of hair coloring, haircutting, and hair texturing techniques for fashion and health benefit (Madame 2016). Hairdressing workshops render internal and external hairstyle services for commercial and income generation purpose for the displaced (Victor 2006).

Shoemaking is the process of making footwear, Shoemakers (also known as cordwainer) may produce a range of footwear items, including shoes, boots sandals, clogs and moccasins. Such items are generally made of leather, wood, rubber plastic jute or other plant material, and often consist of multiple parts for better durability. According to Charles (2009), traditional shoemakers used more than 15 different techniques of making shoes. Some of these were: pegged construction, English welted (machine-made versions are referred to as "Goodyear welted' after the inventor of the technique), geysler welted, Norwegian, stitch down, turnout, German sewn, moccasin, Bolognese stitched, and Blake-stitched.

Knitting is a method by which yarn is manipulated to create a textile or fabric. Knitting creates multiple loops of yarn, called stitches, in a line or tube. Knitting has multiple active stitches on the needle at one time. Knitted fabric consists of several consecutive rows of interlocking loops. According to Rutt (2003), knitting may be done by hand or by using a machine. Different types of yarns (fiber type, texture, and twist), needle sizes, and stitch types may be used to achieve knitted fabrics with diverse properties (color, texture, weight, heat retention, water-resistance, and/or integrity).

Soap is a substance used for washing or cleaning, consisting of a mixture of sodium or potassium salts of naturally occurring fatty acids. Like detergents, soaps work by surrounding particles of grease or dirt with their molecules, thereby allowing them to be

carried away (Horrocks, 2007). Consumers mainly use soaps as surfactants for washing, bathing, and cleaning, but they are also used in textile spinning and are important components of lubricants. Soaps are key components of most lubricating greases, which are usually emulsions of calcium soap or lithium soap or and mineral oil. These calcium - and lithium-based greases are widely used.

These vocational skills training are designed to teach IDPs general skills needed for specific job creation to make them self-reliant in their post-camp lives. Self-reliance is the social and economic ability of an individual, a household or a community to meet essential needs (including protection, food, water, shelter, personal safety, health and education) in a sustainable manner and with dignity - developing and strengthening livelihoods of persons of concern and reducing their vulnerability and long-term reliance on humanitarian assistance (UNHCR, 2003). An individual is said to be self-reliant when he/she can depend less on other people and his family in the management of his/her human and material resources. The citizens will be self-reliant when they have possible cause to access and utilize the essentials of life which include good food, clothing, shelters, medication, transportations, and functional education (Ofoye andAsarah, 2010)

Self-reliance includes the ability of the individual or a household to generate sufficient income that will enable it to cater for the needs of the family. Income generation is about making yourself or your household sustainable by establishing a source of fund that will make you attain financial self-sufficiency. This is attainable through the acquisition of relevant and valuable skills via skill acquisition training. This will enable the individual to become self-reliant in terms of children maintenance, family feeding as well as healthcare for the family. Children maintenance is about providing help with children's

everyday living cost. This includes things like food, clothes and helping to provide a home for your children. Children maintenance is apart from providing decent and habitable accommodation also proving good and nutritious food. This will ensure that children remain happy and healthy. Healthcare is the maintenance or improvement of health via prevention, diagnosis and treatment of disease, illness, injury and other physical and mental impairment in human beings. All these involve a cost that can only be met through the generation of an adequate income which is achievable via skill acquisition. It is based on this background that the study intends to assess the extent to which the training skills given to the IDPs during camping have helped them become self-reliant.

1.2 Statement of the Problem

In the north-eastern part of Nigeria, people are forcefully ejected from their houses and camped in different locations for safety. The rate of displacement of persons by either natural or human-induced disaster has much impact on the north-eastern states of Nigeria than in other states. The researcher observed that insurgency (Boko haram),tribal and religious conflicts are among the other causes of displacement across the country. In any conflict situation and particularly those with ethnic or religious underpinnings, the humanitarian needs are immense and the means to satisfy those needs within the conflict area are severely limited. This situation results in a dependency syndrome and expectations that the solution to all their difficulties lies with the government (Roberta, 2007).Internal displacement leads to a strain on State Governments' budgets. A substantial part of State Governments' expenditure in the zone is tailored towards the welfare of IDPs. The Government of Nigeria has supported and implemented projects to improve the living conditions of IDPs.The IDPs are given training skills on knitting, hairdressing, fashion

designing, tailoring, shoe-making, soap making and other entrepreneur related skills in the camps. The aim is to make them self-reliant after being disposed of from the camps. Time has come to consider a re-balancing of the nature of support for IDPs, moving away from their continued dependence on the State and instead focusing on improving their employment prospects, building their assets and facilitating their gaining sustainable livelihoods based on their self-reliance.

The displacements of persons internally have resulted in an economic shock, loss of assets, poor living condition, lack of education for their children, poor feeding, dependency, depression, trauma, panic and anxiety. These factors have adverse effects on the individual(s) and the nation as a whole. Most of the causes can be controlled by equipping the displaced persons with sustainable training skills. Both federal and state government with help of non – governmental organizations invested so much in training the IDPs basics skills for self–reliance. It is based on this, the researcher intends to carry out a study on the influence of the Internally Displaced Persons (IDPs) vocational training skills on self-reliance among the IDPs, hence the problem of the study.

1.3 Objectives of the Study

The general objective of the study was to assess the influence of internally displaced persons' vocational training skills on promoting self-reliance among IDPs in Adamawa State. Specifically, the study determined;

1. influence of IDPs tailoring skills on the self-reliance of internally displaced persons.

2. influence of IDPs hairdressing skills on the self-reliance of internally displaced persons.
3. influence of IDPs soap making skills on the self-reliance of internally displaced persons.
4. influence of IDPs knitting skills on the self-reliance of internally displaced persons.
5. influence of IDPs shoemaking skills on the self-reliance of internally displaced persons.

1.4 Research Questions

In line with each specific objective, the following research questions were generated for the study;

1. What is the influence of IDPs tailoring skills on the self-reliance of internally displaced persons?
2. What is the influence of IDPs hairdressing skills on the self-reliance of internally displaced persons?
3. What is the influence of IDPs soap making skills on the self-reliance of internally displaced persons?
4. What is the influence of IDPs knitting skills on the self-reliance of internally displaced persons?
5. What is the influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons?

1.5 Null Hypotheses

Based on the research questions, the following null hypotheses were formulated and were tested at a 5% level of significance.

HO₁ Tailoring skills has no significant influence on an internally displaced person self-reliance

HO₂ Hairdressing skills have no significant influence on internally displaced persons self-reliance.

HO₃ Soap making skills has no significant influence on internally displaced person self-reliance.

HO₄ Knitting skills has no significant influence on an internally displaced person self-reliance.

HO₆ Shoemaking skills have no significant influence on an internally displaced person self-reliance.

1.6 Significance of the Study

This study which assessed the influence of internally displaced persons' vocational training skills in promoting self-reliance among IDPs in Adamawa State will be beneficial to Internally Displaced Persons, Government, Home economist, Non-governmental Organization and Researchers. The beneficiaries will have access to the work via workshops, seminars, conferences, journal publications, enlightenment campaigns sensitization lectures etc.

The study will benefit internally displaced persons in raising their standard of living through the creation of job opportunities. The study will also be beneficial to the Government since the main objective of the IDPs skill acquisition programme is to improve the standard of living of the internally displaced persons by making them self-reliant thereby achieving quick economic recovery in the affected areas. Therefore, the result of the study will help the government to determine whether it has achieved this goal and to reduce strain on the government budget because if IDPs can provide their basic needs, the government budget will focus on development instead of providing camps for the displaced

The study will also benefit the Non-Governmental Organizations to see the need of putting more efforts into providing funds and skills training equipment for the IDPs. The findings of the study could serve as reference material to researchers who wish to carry out a similar study in future. The finding could serve as a base for other researchers and assist them in their review of the empirical literature on topics related to IDPs and skill acquisition.

1.7 Basic Assumptions

This study which aimed to assess the influence of internally displaced persons' training skills in promoting self-reliance among IDPs in Adamawa State assumed that:

1. Vocational training skill acquired by the IDPs will help in making the IDPs be a productive citizen

2. Vocational skill training acquired by the IDPs will help them become self-reliant by establishing their businesses
3. Vocational skill training acquired by the IDPS will assist the dips in taking care of their family by providing the family with basic needs

1.8 Delimitations of the Study

The study was delimited to the influence of internally displaced persons vocational training skills in promoting self-reliance among the IDPs in Adamawa state. The skills are delimited to tailoring skills, hairdressing skills soap making skills, knitting and shoemaking skills. This is because they are the major training skills the IDPs acquire in the IDP camps.

The study was also delimited to internally displaced persons in Adamawa State. The reason for the choice is based on the fact that the economy of Adamawa state is directly affected due to the destruction and displacement of its citizens. The IDPs in Adamawa state also are beneficiaries of the skill training for self-reliance.

This study was delimited to the self-reliance of internally displaced persons' (the ability of the IDPs to provide their basic needs) as it is the mean for measuring whether or not the training skills acquired by them are put to practice and whether it has influenced their self-reliance and standard of living.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter highlights related research works on Internally Displaced Persons (IDPs), Skill training and self-reliance. The chapter is discussed under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Conceptual Framework
- 2.3 Concept of Skills Training
- 2.4 Concept of Self -Reliance
- 2.5 Influence of IDPs Tailoring Skills on Self-Reliance of Internally Displaced persons.
- 2.6 Influence of IDPs Hair Dressing Skills on Self-Reliance of Internally Displaced Persons.
- 2.7 Influence of IDPs Soap Making Skills on Self-Reliance of Internally Displaced Persons.
- 2.8 Influence of IDPs Knitting Skills on Self-Reliance of Internally Displaced Persons
- 2.9 Influence of IDPs Shoemaking Skills on Self-Reliance of Internally Displaced Persons.
- 2.10 Review of Related Empirical Studies
- 2.11 Summary of Literature Review

2.1 Theoretical Framework

The theoretical framework adopted for this study is the Human Capital Theory (HCT) developed by Backer and Mincer (1964), the term Human capital as popularized by Becker and Mincer (1964) emphasizes the creation of higher economic productivity gained through a collaboration of economic resources such as skills, technical know-how and ingenuity. These resources are the total capacity of the people that represents a form of wealth that can be directed to accomplish the goals of the individuals, the nation or state or a portion thereof. Central to the human capital theory (HCT) is the fact that any investment in the development of the human person in the advancement of his skills translates to the increase in the desired workforce needed to advance the goals and objectives of the organization. Human capital is “the skills the labor force possesses and is regarded as a resource or asset.” Of prime importance are the idea that there are investments in people in terms of education, training, etc., which desirably increases the individual’s skills, competence and output. Higher productivity is the major factor underlying the HCT and it is thought to be motivated only when workers and people see the need to raise their knowledge base by acquiring more technical knowledge and skills they may require to advance and increase their capital (financial) base. Although the entrepreneur may have identified the opportunities for new business, his ability or acquired skills needed to provide the required services is all he needs to realize the opportunities. Backer and Mincer (1964) opined that the investment made in the acquisition of skills was central to the development and advancement of societies. Although such technical training requires huge investment in terms of financial resources, to stimulate and sustain rapid development. Backer and Mincer (1964) anchored their research on the vocational paradigm which

emphasizes the utilitarian considerations of the educational curriculum. As a paradigm, vocational advocates a direct link between knowledge gained at school and knowledge expended in the occupational or industrial workforce.

With the current study vocational skills, therefore, has become indispensable for economic growth. Human Capital Theory best explains vocational skills acquisition as the sure therapy to reduce poverty and stimulate rapid socio-economic development. Similarly, IDPs skill training also reduces poverty and promotes socio-economic development among the IDPs which is the major reason for training the internally displaced persons in various skills in their various IDP camps in Adamawa State, Nigeria.

2.2 Conceptual Framework

Conceptual framework in empirical studies provides a basic understanding of the variables involved in the study as explained by past researchers. In line with the title and objectives of this research work, the major concepts discussed include the Concept of Internally Displaced Persons (IDPs), Concept of Training skills, Concept of influence and Concept of Self-reliance. These concepts were discussed as follows:

2.2.1 Concept of Internally Displaced Persons (IDPs)

At present, there is no internationally agreed definition of who is an internally displaced person but the United Nations (UN) working definition of IDPs under the international law are persons or groups of persons who have been forced or obligated to flee or to have cause to leave their homes or place of habitual residence in particular, as a result of or to avoid the effect of armed conflict, situations of generalized violence,

violations of human rights or natural or human-made disasters, and they must have either remain within their national borders (as internally displaced persons) or they must have crossed an internationally recognized state border (as refugees), (Ladan, 2006). Hence displaced persons are of two categories: Refugees and Internally Displaced Persons (IDPs). According to Oduwole and Adebayo (2013), the convention relating to the status of refugees (CRSR) of 1951 defines the term refugee as applying to any person who as a result of events occurring before 1st January 1951 and owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion is outside the country of his (or her) nationality and is unable, or owing to such fear, is willing to avail himself (or herself) of the protection of that country; or who, not having a nationality and being made outside the country of his (or her) former habitual residence as a result of such events, is unable, or owing to such fear, is unwilling to return to it.

In comparison to the CRSR of 1951, according to Ladan (2004) the OAU convention (1969) governing the specific aspects of refugee problem in Africa gives a broader definition of the term “refugee”, taking account of most of the root causes of the refugee problem. “the term „refugee“ shall apply to every person, who, owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part of the whole of his (or her) country of origin or nationality, is compelled to leave his (or her) place of habitual residence in order to seek refuge in another place outside his (or her) country of origin or nationality”. Under the Cartagena Declaration, the term “refugee” is defined as including “Persons who have fled their countries because their lives, safety or freedom have been threatened by generalized violence, foreign aggression,

internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order” (UNHCR, 1995).

On the other hand, internally displaced persons (IDPs), as a result of situations of armed conflicts (or the threat thereof) and mass violations of human rights, as well as floods, earthquakes and other natural disasters, the number of people fleeing their homes has increased dramatically over recent years. There are also deep-seated factors underlying this phenomenon of mass displacement. For example, underdevelopment, poverty, equal distribution of wealth, unemployment, ethnic tensions, political and economic subjugation of minorities, intolerance, absence of democratic procedures, and many other factors have been cited as causes (Abassah, 2011). In general, human rights law offers protection to all persons without any adverse distinction. However, where such people are displaced within their own country, specific problems as rights and protection arise (Adofu&Ocheja, 2013).

Internally Displaced persons also known as IDP's are mostly victims of the inhumanity of man against man. They are victims of various kind of injustices or violent confrontations, perpetrated by either their government against them or by others, such as communal clashes, terrorism, riots, religious conflicts, natural disasters and so on. The IDPs are physically, psychologically and socially displaced as they have to relocate to refugees' camp. Statistics on IDPs in Nigeria revealed that an overwhelming majority of women and children constitute the IDPs. The population is composed of 53% women and 47% men (Displacement Tracking Matrix 2016). Women and children remain the most vulnerable to sexual and gender-based violence. There have been reported cases of rape, sexual harassment, forced marriage, infant marriage, sexual diseases and uncontrolled birth

occasioning high infant and maternal mortality. Furthermore, because some of the IDPs integrate with other family members in various locations data about them is not easy to get. All these factors make it nearly impossible to obtain an accurate number of displaced persons in Nigeria.

2.2.2 IDPs in Adamawa State

Directly bordering Borno from the south, Adamawa is the second-hardest hit with the insurgency, after Borno. The current estimated population of 152,618 IDPs is about 10% of the total number in the region. (DTM 2015). The 2016 RPBA estimated US\$660—\$27.5, \$37.5 and \$594.6 million for peacebuilding and social cohesion, economic recovery, and infrastructure and social services, respectively—to recover and stabilize the affected communities of the state. Adamawa state is made up of 21 local governments and seven of the local governments were affected.

The Local Government Areas (LGAs) of Michika, Madagali, Mubi North, Mubi South, Maiha, Hong, and Gombi were attacked and occupied. Mubi North, Mubi South, Michika, and Madagali were occupied by the insurgents for several months from late 2014 through 2015 (UNHR, 2015). There are currently no LGAs under occupation, but sporadic attacks, including bombs and suicide bombers, still occur in some areas, including in the state capital of Yola (UNHR, 2015). Humanitarian response and recovery efforts are coordinated and implemented by the Adamawa State Emergency Management Agency (ADSEMA). The Agency's board is headed by the state deputy governor and consists of relevant line ministries as well as the Nigerian Red Cross.

The height of displacement in the state occurred between 2014-2015, with the highest recorded number being 163,559 IDPs, of which less than 10% lived in camps or camp-like sites. The Adamawa state government identified a total of 10 (ten) IDP campsites, accommodating IDPs from 2014 located in four local government areas namely: Fufore (1), Girei (3), Yola North (1), and Yola South (5). (DTM 2016). As of May 2016, the state government has reported the closure of six of these; namely, Bekaji, KwananWaya, Girei 1 and 2, Yola campus of Federal Polytechnic Mubi, and EYN Church, as the majority had returned to their respective towns and villages as of December 2016, (DTM 2016).

2.2.3 Fundamental Rights of Internally Displaced Persons

IDPs are Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence. In particular, as a result of or to avoid the effects of armed conflicts, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized border. In a general sense, forced displacement of IDPs is caused by violations of human rights and IDPs has the right to enjoy livelihood again after the displacement. IDPs in Nigeria like any other individual or group, are guaranteed their civil, political, social, economic, environmental and developmental rights under Articles 2-24 of the African charter. This cluster of rights includes rights to education, housing/shelter, health, food, employment, social security, an adequate standard of a living, safe environment, cultural life and development (Ladan, 2013).

The basic rights of IDPs are outlined in the guiding principles. The Guiding Principles on Internal Displacement, in general, focuses on human rights and fundamental freedoms of IDPs. Based on international humanitarian law, human rights law and refugee law by analogy, the Guiding principles set forth the rights of IDPs and explain the obligations of national authorities and non-state actors towards IDPs. They cover all phases of internal displacement: the pre-displacement phase; during displacement; and during return or resettlement and reintegration (Ladan, 2013). The basic right of IDPs as outlined in guiding principles is;

Section I sets out general principles relating to the rights of IDPs and the responsibilities of national authorities. Importantly, Principle 3(1) explains that national authorities have the primary duty and responsibility to provide protection and assistance to IDPs within their jurisdiction. In addition, Principle (1) stipulates that IDPs are entitled to enjoy in full equality the same rights and freedoms as other persons in their country and shall not be discriminated against because of their displacement. At the same time, the Guiding Principles acknowledge that certain groups of IDPs – especially unaccompanied minors, expectant mothers, mothers with young children, female heads of household, persons with disabilities and elderly persons – may require specific attention.(Ladan, 2013)

Section II addresses the issue of protection from displacement and articulates to right not to be arbitrarily displaced. In practice, therefore, states are under an obligation to avoid the displacement of populations and in particular to protect against the displacement of groups with a special dependency on, or attachment to, their lands. When displacement is unavoidable, the Guiding Principles specify minimum guarantees to be observed.

The **third** and most extensive section of the Guiding Principles identifies the full range of civil, political, economic, social and cultural rights that all persons, including IDPs, should enjoy. This includes, the rights to be protected against acts of violence, torture and cruel, inhuman or degrading treatment or punishment as well as the right to be protected against the use of anti-personnel landmines specifically identifies the right of IDPs to vote and to participate in governmental and public affairs, whether or not they are living in camps. Principle 18 relates to the right to an adequate standard of living, including ensuring safe access to essential food, potable water, basic shelter and housing as well as appropriate clothing and essential medical services and sanitation. The third section also states that special attention should be given to the prevention of contagious and infectious diseases, (including AIDS, among IDPs.

The **fourth section** deals with the issue of humanitarian assistance and specifies that when governmental authorities are unable or unwilling to assist to the displaced, international organizations have the right to offer their services, and that consent for them to do so shall not be arbitrarily withheld.

The **final section** of the Guiding Principles emphasizes the importance of providing IDPs with long-term options, namely voluntary return in safety and dignity or resettlement in another part of the country. It also emphasizes the importance of ensuring durable solutions, including the need to provide IDPs with reintegration assistance, whether they return or resettle, and to ensure they have equal access to public services. In addition, this section explains the duty of national authorities to assist IDPs to recover the property and

possessions they lost upon displacement or, when this is not possible, to assist them in obtaining compensation or another form of just reparation.

The State should be the best guarantor of human rights. The Kampala Convention provides that states shall bear the primary duty and responsibility for providing protection and assistance to IDPs, without discrimination of any kind(Ladan, 2013). In line with the above statement, Adamawa state as one of the states that ranks second with the highest number of IDPs provide skill acquisition training like tailoring,hairedressing,knitting,soap and shoemaking as the IDPs has to compare them for self-reliance.

2.2.4 Causes and Effects of Displacement

The cause of Displacement in Nigeria can be traced to many events and situations all across thenation. While some of the conflicts appear to be caused by religious or ethnic differences, gains from politics, social and economic nature of Nigeria are generally behind the violence in the country with increasing level of poverty, low levels of education and a host of youth population with a feeling of alienation (Oduwole&Fadeyi, 2013).The Crisis Group (2014) in their report noted that bad governance, sustained economic hardship, rising inequality and social frustration are fostering the growth of radical extremist groups, which resulted in massive destruction of lives, properties and displacement of people in Nigeria. Other scholars have also argued that bad governance, poverty and corruption are fostering the growth of violence which resulted in the mass displacement of people in Nigeria, especially in the Northern part of the country. The failure of the Nigerian State in the area of human development particularly in the North has contributed to the emergence

of insurgents. The key human development sectors such as education, health and the judiciary are poorly funded or underperforming.

Boko Haram insurgency in Nigeria has led to the displacement of a huge human population in the affected areas, the rising wave of Boko Haram Insurgency in Northern Nigeria has been largely responsible for the spate of Internally Displaced Persons (IDPs) in the country in recent times (Premium Times, 2015). Apart from being displaced from their ancestral homes, IDPs have also been displaced psychologically, and emotionally, nursing the wounds and injuries sustained as a result of gunshots or other life-threatening situations they found themselves, with little or no medical attention.

The poor living conditions in the IDP camps have become of great concern. Shelter needs of IDPs remain high, with a significant number of IDPs living in makeshift shelters, either in overcrowded and poorly equipped camps or in host communities where space and resources are overstretched and insufficient owing to protracted displacement (Olukolajo, 2014). For IDPs in official camps, accommodation ranges from large groups of IDPs hosted in large rooms inside buildings, to makeshift shelters, tents or reinforced shelters. Also, for those IDPs residing outside of official IDP camps are overcrowding and lack of privacy, as well as difficulties in paying the rent for those who are not staying with relatives (Falobi 2014). IDPs are exposed to diseases such as malaria, acute watery diarrhea, measles and pregnancy-related issues as the result of poor living condition

The activities of insurgents also have a wide range of implications on the Nigerian federation. The intensity, scope and frequency of such conflicts have shown the fragility of the Nigerian state (Ocha 2003). Thus, the activities of the insurgents in the

North-East undermine the relative peace, stability hitherto enjoyed; with threats to social order. The conflicts have brought about fundamental problems of human security in the region particularly concerning humanitarian crises (Ocha, 2003). Besides, the implication of the Boko Haram insurgency and Displacement on national Development cannot be overemphasized. It is important to note that development cannot be attained and sustained under the atmosphere of crisis. The humanitarian Economic and social consequences of the conflict have been manifold. Crisis induced Displacement can hamper development in its entire ramification in Nigeria in terms of Industrialization, the standard of living of citizens, investment, and infrastructural development.

2.2.5 Challenges in Managing IDPs in Nigeria

Managing internally displaced persons has become a major challenge to most countries. The situation is not different in Nigeria. Several challenges have negatively affected IDP management in Nigeria. These challenges are complex and overlapping.

Funding

In recent survey research carried out, respondents disclosed that although IDP management agencies in Nigeria get funds mainly through revenue, international aids and donations, the funds they get are more often than not insufficient to meet the increasing needs of IDPs in the country (Osagioduwa & Oluwakorede, 2016). Consequently, insufficiency of funds results in a deficiency in manpower, commodities, infrastructure, equipment and mobility. Where there is a paucity of funds, standard facilities will be unavailable and the agencies will be inefficient. The undersupply of funds is attributable to low budgeting for

emergencies. This, therefore, justifies the position of Olagunju cited in Osagioduwa and Oluwakorede (2016) that the government in Nigeria does not have adequate machinery in place to address IDPs issues and the organizations created by the government possess the minimal capacity to handle IDPs related problems.

Corruption

Corrupt officeholders in government, and IDP management agencies alike, have been accused on several occasions of diverting funds and relief materials meant for IDPs for their personal use and their relatives or friends. A situation that reduces the efficiency of the agencies concerned in managing IDPs (Olagunju, 2006)

Overlapping IDPs Management Institutions

Improperly defined, unclear and overlapping policies and institutions have been identified as a challenge confronting IDP management agency. The overlapping responsibilities hinder agencies in the discharge of their duties. In terms of overlapping institutions, it was noticed from the testimony of key informants from government agencies that the government has established several IDPs management institutions or agencies with similar mandates and structures (Osagioduwa & Oluwakorede, 2016). According to them, a clear example cited by key informants is that of the National Commission for Refugees (NCFR). Originally, this institution was saddled with the responsibility of catering for refugees in the country and not IDPs. It is arguable understandable that as a result of the upsurge of IDPs in the country, its mandate has been extended to include the responsibilities of NEMA/SEMA. Today, NCFR has eventually but nominally metamorphosed into the

National Commission for Refugees, Migrants and Internally Displaced Persons. Considering the mandates and organizational structures of the National Commission for Refugees and NEMA one can opine that both of them are analogous. Based on this, both agencies are left with the question of who has the responsibility of doing this or that, what has been done, and what has not been done already. In a situation like this a significant part of the job risks being left undone. Beyond the overlapping functions of the above-stated organizations established by the government, the partnering NGOs and other humanitarian organizations equally, get confused as to which of the two government establishments to be work with.

The attitude of Host Communities

Sometimes, as internally displaced persons over-burden existing community services, resources and job or economic livelihood opportunities, tension arises between the two populations, making effective local integration difficult (Kangiwa, 2012). The cost of living in host communities increases especially the cost of food, housing, healthcare and education. Despite this ugly situation, it has been observed that a good number of host communities are usually friendly with IDPs. However, this friendly attitude usually gets frosted whenever food and non-food items supplied to the IDPs either from government agencies or humanitarian groups. As a result of poverty and hunger members of the host communities of the IDP camp always struggle to have a share of the supplied items. Regrettably, taken cognizance of the likely consequence of refusal by the agencies, which may lead to antagonism, frustration, hostility and physical violence at the detriment of the IDPs, members of the host communities are allowed to benefit from the items. This,

therefore, reducing or shorting the ratio meant for the IDPs. Durosaro and Ajiboye (2011) observed the influx of non-displaced young people who took advantage of porous IDP camps to enjoy humanitarian services and later leave for their stable homes or businesses, thus making it difficult to ordinarily identify the real target individuals. This observation is in tandem with the findings of Ladan (2013) that frictions between IDPs and host communities resulting from concentration of assistance to IDPs and scarcity of resources for distribution are major hindrances to IDPs management.

2.3 Concept of Vocational Training Skill

Skill according to Osinem (2008) means a well-established habit of doing something as a result of the acquisition of performance capabilities. In the view of Agusiobo in Lawal, Onipede, Oketoobo and Famiwale (2014), skill is any psychomotor, manipulative or technical tasks needed for the performance of any given occupation which could be acquired through observation, training and learning. Greene (2015) defined skill as a learned ability to carry out a task with pre-determined results often within a given amount of time and energy. Skills require the actual muscular movements of fingers, hands, arms and other parts of the body, coordinated with the eye and sometimes the ear. The movements are involved in the use of tools, instruments and machines (Ogwo & Oranu, 2006).

Vocational skill acquisition or skill training is the process of enlarging people's choice for a long, productive and healthy life and an effective instrument for a decent standard of living. Skill acquisition has been described as freedom from economic, social and educational bondage and access to opportunities for being creative and productive; and

enjoying personal self-respect and guaranteed human rights (Ajegena, 2000). The central concern of skill development is the quality of peoples' lives and what they are capable of doing (Agwadu, 2005). Oluremi (2008) further buttress this point by saying that skill acquisition aims at transforming the human person to bring about his/her potentials and make him or her a leader, who will, in turn, inspires and empowers others to excel and articulate a meaningful vision for him/herself and the society. It is through skill acquisition that creativity, initiative, capability, commitment and empowerment leading to sustainable true development can be achieved. Akinwumi (2012) said skill acquisition means releasing human energy, it means providing an opportunity for people to make the maximum contribution to their development and the self-sustaining development of their communities. Skills acquisition is a vital instrument of empowerment that seeks to provide people with different skills, vocation and entrepreneurial ability such as bead making, hat making, sewing, fashion designing, shoemaking, GSM repairs and making workers become interested in their job and at the same perspective improving their existing skills.

According to Izuagha (2002) "occupational skills are life survival skills which an individual need to function effectively and face the challenges of life". Similarly, Ifegbo (2002) described occupational skills as those skills, which a person acquires, that help develop in the person, abilities and competencies needed for firm career commitments. Occupational skills in home economics include food and nutrition skills, home management skills and clothing and textile skills. Biao (2008) noted that the acquisition of these skills can augment and inspire productivity, and further income-generating life endeavours among people. By teaching occupational skills, a home economics education program enables an individual to learn, explore and prepare for a job or trade. Thus, Home

Economics could play a significant role in achieving the goals of the National Economic and Development Strategy (NEEDS). These goals include wealth creation, employment generation, reduction of poverty, elimination of corruption and the general reorientation of values (NEEDS, 2005).

In-Home Economics, two things are central in developing occupational skills. Pendargast (2004) described them as the ability to produce and the ability to distribute. The ability to produce involves acquiring productive-occupational skills. Productive-occupational skills enable one to produce goods and services. On the other hand, the ability to distribute includes acquiring entrepreneurial-occupational skills that enable one to market and distribute the goods thus produced. Olibie (2001) noted that these abilities constitute the work-oriented, career-oriented or occupational-oriented competencies that attempt to improve the efficiency and productivity of its recipient's attitude required as craftsmen, businessmen and technicians at a professional or sub-professional level. Without teaching occupational skills, the Home Economics educational program would fail in its role of empowering students to cope with the daily needs of life and surmount the economic challenges that appear to affect every profession and walk of life. Studies into the teaching and learning of Home Economics in secondary schools by Ajala, (2002) and Uko-Aviomoh (2005) lamented the inability of most secondary school graduates of Home Economics to effectively apply occupational skills to ensure productive living. As a result of this lack of skills, students continue to lose interest and cannot perform successfully in their life careers. It is therefore glaring that the need to provide skills is very crucial and vital if poverty is to be reduced or eradicated especially among the internally displaced persons in Adamawa State.

2.3.1 Types of Vocational Training Skills Received by IDPs

The various skills training received by IDPs in the various IDPs camps in Nigeria as reported by Gotom (2015) include:

Hairdressing

The term hairdressing has been defined differently by variously scholars. Victor (2006) defined the term as an establishment dealing with hair treatments for men and women. It is an activity that involves the provision of services related to hair decoration for fashion and health benefit. Hair removal is offered at some beauty salons through treatments such as waxing and threading. This is achieved using a combination of hair colouring, haircutting, and hair texturing techniques. In other words, “hairdressing” is a skills acquisition programme designed for the rehabilitation of IDPs. This programme involves activities in occupations that entail the provision of services related to hair decoration, cutting and style to change or maintain a person's image. This is achieved using a combination of hair colouring, haircutting, and hair texturing techniques for fashion and health benefit. According to Madame (2016), hair removal is offered at some beauty salons through treatments such as waxing and threading. Some Northwest States prisons, Nigeria hairdressing workshops renders internal and external hairstyle services for commercial and income generation purpose for displaced. A hairdresser is a person whose occupation is to cut or style hair to change or maintain a person's image. This is achieved using a

combination of hair colouring, haircutting, and hair texturing techniques. Most hairdressers are professionally licensed as hairdresser, a barber or cosmetologist (Victor, 2006)

Knitting skill

Knitting is a method by which yarn is manipulated to create a textile or fabric. Knitting creates multiple loops of yarn, called stitches, in a line or tube. Knitting has multiple active stitches on the needle at one time. Knitted fabric consists of several consecutive rows of interlocking loops. As each row progresses, a newly created loop is pulled through one or more loops from the prior row, placed on the gaining needle, and the loops from the prior row are then pulled off the other needle. According to Rutt,(2003), knitting may be done by hand or by using a machine. Different types of yarns (fibre type, texture, and twist), needle sizes, and stitch types may be used to achieve knitted fabrics with diverse properties (colour, texture, weight, heat retention, water-resistance, and/or integrity). Like weaving, knitting is a technique for producing a two -dimensional fabric made from a - dimensional yarn or thread. In weaving, threads are always straight, running parallel either lengthwise (warp threads) or crosswise (weft threads). By contrast, the yarn in knitted fabrics follows a meandering path (a course), forming symmetric loops (also called bights) symmetrically above and below the mean path of the yarn.

There are two major varieties of knitting: weft knitting and warp knitting. In the more common weft knitting, the wales are perpendicular to the course of the yarn. According to Rutt, (2003), in warp knitting, the wales and courses run roughly parallel. In

weft knitting, the entire fabric may be produced from a single yarn, by adding stitches to each wale in turn, moving across the fabric as in a raster scan. By contrast, in warp knitting, one yarn is required for every wale. Since a typical piece of knitted fabric may have hundreds of wales, warp knitting is typically done by machine, whereas weft knitting is done by both hand and machine. Warp-knitted fabrics such as tricot and Milanese are resistant to runs and are commonly used in lingerie. According to Barlett, (2014), Weft - knit fabrics may also be knit with multiple yarns, usually to produce interesting colour patterns. In the North West States' Nigerian prisons, there are two most common approaches: intarsia and standard colour work. In intarsia, the yarns are used in well-segregated regions, e.g., a red apple on a field of green; in that case, the yarns are kept on separate spools and only one is knitted at any time. In the more complex stranded approach, Swansen, (2005) noted that two or more yarns alternate repeatedly within one row and all the yarns must be carried along the row. Double knitting can reduce two separate knitted fabrics simultaneously (e.g., two socks). However, the two fabrics are usually integrated into one, giving it great warmth and an excellent drape.

Soap making skill

A soap is a substance used for washing or cleaning, consisting of a mixture of sodium or potassium salts of naturally occurring fatty acids. Like detergents, soaps work by surrounding particles of grease or dirt with their molecules, thereby allowing them to be carried away. According to Horrocks (2007), a popular belief claims soap takes its name from a supposed Mount Sapo, where animal sacrifices were supposed to have taken place; tallow from these sacrifices would then have mixed with ashes from fires associated with

these sacrifices and with water to produce soap, but there is no evidence of a Mount Sapo in the Roman world and no evidence for the apocryphal story. The Latin word *sapo* simply means "soap"; it was likely borrowed from an early Germanic language and is cognate with Latin *sebum*, "tallow", which appears in Pliny the Elder's account. Consumers mainly use soaps as surfactants for washing, bathing, and cleaning, but they are also used in textile spinning.

Soap making: The earliest recorded evidence of the production of soap-like materials dates back to around 2800 BC in ancient Babylon. A formula for soap consisting of water, alkali, and cassia oil was written on a Babylonian clay tablet around 2200 BC. In the context of this study, "soap" is a mixture containing oils or fats and other substances, specially formed into small regularly - shaped pieces and used in washing. Soap making skills acquisition is a programme designed for IDPs to acquire skills of production of soap for self-reliance in or after leaving the camp

Smaller-scale production involves the traditional batch processes. Soap making has three variation process, and the processes are; the 'cold process', wherein the reaction takes place substantially at room temperature, the 'semi boiled' or 'hot process', wherein the reaction takes place near the boiling point, and the 'fully boiled process', wherein the reactants are boiled at least once and the glycerol is recovered.

There are several types of 'semi boiled' hot process methods, according to David et al (2006), Most soap makers, however, continue to prefer the cold process method. The cold process and hot process (semi boiled) are the simplest and typically used by small artisans and hobbyists producing handmade decorative soaps. The Glycerin remains in the

soap and the reaction continues for many days after the soap is poured into moulds. The glycerin is left during the hot-process method, but at the high temperature employed, the reaction is practically completed in the kettle, before the soap is poured into moulds. This simple and quick process is employed in small factories all over the world.

Handmade soap: Handmade soap from the cold process also differs from industrially made soap in that David et al noted that an excess of fat is used, beyond that needed to consume the alkali (in a cold - pour process, this excess fat is called “super fattening”), and the glycerin left in acts as a moisturizing agent (Cavitch, 2014). Glycerin also makes the soap softer and less resistant to becoming “mushy “if left wet. Since it is better to add too much oil and have left-over fat, than to add too much lye and have left-over lye, soap produced from the hot process also contains left-over glycerin and its concomitant pros and cons. Further addition of glycerin and processing of this soap produces glycerin soap. Super-fatted soap is more skin-friendly than one without extra fat. Horrocks, (2007) stated that if too much fat is added, it can leave a “greasy “feel to the skin. Sometimes, an emollient additive, such as jojoba oil or Shea butter, is added: “at trace” (i.e., the point at which the saponification process is sufficiently advanced that the soap has begun to thicken in the cold process method) in the belief that nearly all the lye will be spent and it will escape saponification and remain intact. In the case of hot-process soap, an emollient may be added after the initial oils have saponified so they remain unreacted in the finished soap. According to Cavitch (2014), super fattening can also be accomplished through a process known as “lye discount” in which the soap maker uses less alkali than required instead of adding extra fats.

Cold process: Even in the cold soap making process, David et al (2006), noted that some heat is usually required; the temperature is usually raised to a point sufficient to ensure complete melting of the fat being used. The batch may also be kept warm for some time after mixing to ensure the lye is dissolved in water and the alkali (hydroxide is completely used up. This soap is safe to use after about 12 – 48 hours but is not at its peak quality for use for several weeks. According to Horrocks, (2007), cold-process soap making requires exact measurements of lye and fat amounts and computing their ratio, using saponification charts to ensure the finished product does not contain any excess hydroxide or too much free unreacted fat. Saponification charts should also be used in hot processes, but are not necessary for the “fully boiled hot-process” soaping.

A cold-process soapmaker first looks up the saponification value for each unique fat on an oil specification sheet. Oil specification sheets contain laboratory test results for each fat, including the precise saponification value of the fat. The saponification value for a specific fat will vary by season and by specimen species. This value is used to calculate the exact amount of sodium hydroxide to react with the fat to form soap. The saponification value must be converted into an equivalent sodium hydroxide value for use in cold process soap making. Excess unreacted lye in the soap will result in a very high pH and can burn or irritate the skin; not enough lye leaves the soap greasy. Most soap makers formulate their recipes with a 2 – 5% deficit of lye, to account for the unknown deviation of saponification value between their oil batch and laboratory averages.

Hot processes: Hot-processed soaps are created by encouraging the saponification reaction by adding heat to speed up the reaction. In contrast, David et al (2006) stated that

with cold - pour soap which is poured into moulds and for the most part only then saponifies, hot-process soaping, for the most part, saponifies the oils completely and only then are poured into moulds. In the hot process, Cavitch (2014) noted that the hydroxide and the fat are heated and mixed at 80 – 100°C, a little below boiling point, until saponification is complete, which, before modern scientific equipment, the soap maker determined by taste (the sharp, distinctive taste of the hydroxide disappears after it is saponified) or by eye; the experienced eye can tell when gel stage and full saponification has occurred. Beginners can find this information through research and classes. Tasting soap for readiness is not recommended, as sodium and potassium hydroxides, when not saponified, are highly caustic. An advantage of the fully boiled process in soap making is the exact amount of hydroxide required need not be known with great accuracy. Soaps can be made in long bars that are cut into individual portions, or cast into individual moulds.

Shoemaking skill

Shoemaking is the process of making footwear, Shoemakers (also known as cordwainer) may produce a range of footwear items, including shoes, boots sandals, clogs and moccasins. Such items are generally made of leather, wood, rubber plastic jute or other plant material, and often consist of multiple parts for better durability of the sole, stitched to a leather upper. According to Carey (2009) historically, shoemaking has been a handicraft, limited to time-consuming manufacture by hand. Traditional shoemakers used more than 15 different techniques of making shoes. Some of these were: pegged construction, English welted (machine-made versions are referred to as "Goodyear welted"

after the inventor of the technique), geyser welted, Norwegian, stitch down, turnout, German sewn, moccasin, Bolognese stitched, and Blake-stitched.

The traditional shoemaker would measure the feet and cut out upper leathers according to the required size. These parts were fitted and stitched together. The sole was next assembled, consisting of a pair of inner soles of soft leather, a pair of outer soles of firmer texture, a pair of welts or bands about one inch broad, of flexible leather, and lifts and top-pieces for the heels. The insole was then attached to a last made of wood, which was used to form the shoe. Some lasts were straight, while curved lasts came in pairs: one for left shoes, the other for right shoes. The 'lasting' procedure then secured the leather upper to the sole with tacks. The soles were then hammered into shape; the heel lifts were then attached with wooden pegs and the worn out-sole was nailed down to the lifts. The finishing operation included paring, rasping, scraping, smoothing, blacking, and burnishing the edges of soles and heels, scraping, sand-papering, and burnishing the soles, withdrawing the lasts, and cleaning out any pegs which may have pierced through the inner sole (Carey 2009). All these procedures and techniques of shoemaking were acquired by the IDPs in their various camps, IDPs were taught how to make and repair shoes of different types at the IDPs centers. This will help the IDPs in generating income that will make them be self-reliant after leaving the IDPs camps.

Tailoring skill

Tailoring skill acquisition programmatic entails an activity that involves learning in occupations that entail measurement, cutting of cloth of different types into different shapes and converting the designed cloth into the dress of different types using pedal or

automatic sewing machine (Igbo and Ileoeje, 2012). Dressmaking skills acquisition is a vocational skill acquisition programme designed for rehabilitation IDPs. This programme involves activities in occupations that entails measuring and cutting of cloth of different types into different sizes and shapes to produce different types of dresses using automatic and manual sewing machines for market and domestic use purpose.

Types of Tailoring

As the tailoring profession has evolved, so too have the methods of tailoring. There are several distinctive business models which modern tailors may practice. Local tailoring is as the name implies. Typically, the tailor is met locally and the garment produced locally. This method enables the tailor to take professional measurements, assess posture and body shape to make unique modifications to the garment. Local tailors will typically have a showroom or shopfront allowing clients to choose fabrics from samples or return the garment easily should it require further modification. This is the most traditional form of tailoring, (Igbo and Ileoeje, 2012).

Distance tailoring; Distance tailoring involves ordering a garment from an out-of-town tailor enabling cheaper labour to be used. In practice, this can now be done on a global scale via e-commerce websites. Unlike local tailoring, customers must take their measurements, fabric selection must be made from a photo and if further alterations are required the garment must be shipped. Today, the most common platform for distance tailoring is via online tailor travellingtailor Unlike tailors who do distance tailoring,

travelling tailors provide a more personal service to their customers and allow the customers to see the fabric samples and meet the tailor in person. Travelling tailors travel between cities and station in a local luxury hotel for a short period to meet and provide the same tailoring services they would provide in their local store. In the hotel, the customer will be able to select the fabric from samples and the tailor will take the measurements himself. The order then will be shipped to the customer within 3–4 weeks. Unlike local tailoring, if further alterations are required the garment must be shipped, (Akinwunmi, 2012)

2.3.3 Reasons for IDPs skill training

There are several reasons why skill should be implemented on IDPS the reasons according to Greene (2015) are;

- I. Crises can have a destructive effect on a national socio-economic framework, dramatically reducing job opportunities and damaging the institutions usually involved in providing the necessary skills for generating a livelihood. Skillstraining is therefore crucial in the reconstruction and economic rehabilitation of IDPs (Greene, 2015).
- ii. Displacement involves adjusting to new socio-economic environments. It can provide an opportunity for learning new skills and contributing to the economic development of the hosting districts.

- iii. If skillstraining is carefully targeted to address market opportunities, potential entrepreneurs and other individuals entering the job market have increased chances of success.
- iv. Youth affected by conflict have often had an interrupted education. Skills training allow them to learn skills that, if adjusted (or responding) to market demand, can help youth to generate income; avoid idleness and frustration, and avoid the risk of their enrolment in military or criminal activities.
- v. Women's roles are also affected by conflict. Conflict often produces a large number of women heads of household. Such women may engage in paid or self-employment for the first time but lack the relevant skills.
- vi. Skills-training also has clear development benefits if adapted to current market needs - broadening the range of skills available and increasing job possibilities. It is also likely to make these services and skills available to the most vulnerable and poorest groups (Greene, 2015).

2.3.4 Skill Training and its Importance to IDPs well-being

Most IDPs, no matter their age or gender, have undergone some trauma, and being displaced could have effects on the physical, social, emotional, and general wellbeing. Well-being is a general term for the condition of an individual or group, for example, their social, economic, psychological, spiritual or medical state; a high level of well-being means in some sense the individual or group's condition is positive, while low well-being is associated with negative happenings (Huseyin and John, 2015). In philosophy, the term

'well - being is used to refer to how well a person's life goes for the person who lives it. According to Daniels (2012), well-being features normative ethical theories, most notably utilitarianism. One need not be a utilitarian, or more generally, to think that well-being matters morally. In this study the researcher discussed three component of well-being this is social well-being, financial well-being and economic well-being.

Social well-being: Is an end state in which basic human needs are met and people can coexist peacefully in communities with opportunities for advancement. This end state according to Abba (2009), is characterized by equal access to and delivery of basic needs services (water, food, shelter, and health services), the provision of primary and secondary education, the return or resettlement of those displaced by violent conflict, and the restoration of the social fabric and community life. The term according to Friedman (2007) is a sense of involvement with IDPs and with the camp environment or with our communities. Many researchers believed that well-being is not just about being happy or content, but also about being actively engaged with life and with other people. According to Hatcher (2002), peace cannot be sustained over the long term without addressing the social well-being of a population. Without necessities such as food or shelter, large-scale social instability will persist because people will be unable to resume the functions of normal life-sustaining a livelihood, travelling safely, engaging in community activities, or attending school. Without helping IDPs return to their homes or new communities of their choice or providing a means for self-reliance of the IDPs to avoid over-dependence of the displaced-oncommunities, state and NGOs for their living.To actualize social well-being, Abba (2009) noted that access to and delivery of basic needs services is a condition in which the population has equal access to and can obtain adequate water, food, shelter, and

health services to ensure survival and life with dignity. These services should be delivered in a manner that fosters reliability and sustainability.

Financial wellbeing; The term “Well-being” has traditionally focused on improving physical, emotional and mental quality of life with little understanding of how dependent they all are on financial health. However, financial stress often manifests itself in physical and emotional difficulties that lead to increased healthcare costs and reduced productivity. According to Giboa and Itzhak (2011), a more inclusive paradigm for wellbeing would acknowledge money as a source of empowerment that maximizes physical and emotional health by reducing financial stress. Such a model would provide individuals with the financial knowledge they need, as well as enable them to gain valuable insight and understanding regarding their financial habits, as well as their thoughts, feelings, fears and attitudes about money. Joshanloo (2016) stated that through this work, individuals would be better equipped to manage their money and achieve the financial wellness that is essential for their overall wellbeing.

Economic well-being: is a person's or family's standard of living based primarily on how well they are doing financially. According to Abba (2012), economic well-being is measured by the government to determine how their citizens are faring, as it is integral in a person's overall well-being. Harper (2007) stated that economic well-being is measured by the state authorities to determine how their displaced citizens are faring, as it is integral in an IDPS overall well-being. Internally displaced person’s participation and acquisition of skills from these vocational skills acquisition may enhance their socio-economic well-being and in turn lead them to be self-reliant.

2.4 Concept of Self-reliance

IDPs are a group of peoples that need to be trained on skill acquisition in order to be self-reliant. Self-reliance is the social and economic ability of an individual, a household or a community to meet essential needs (including protection, food, water, shelter, personal safety, health and education) in a sustainable manner and with dignity - developing and strengthening livelihoods of persons of concern and reducing their vulnerability and long-term reliance on humanitarian assistance (UNHCR 2003). An individual is said to be self-reliant when he/she can depend less on other people and his family in the management of his/her human and material resources. The citizens will be self-reliant when they have possible cause to access and utilize the essentials of life which include good food, clothing, shelters, medication, transportations, and functional education (Ofoye, 2010). A self-reliant individual must be enterprising, he/she is enterprising when there are attributes of verbal skills for selling, dominating, leading, conceives himself as a strong, masculine leader, avoids well-defined language or work situations requiring- long periods of intellectual efforts, is exteroceptive, differs from the conventional types in that he prefers ambiguous social tasks and has a greater concern with power status, and leadership is orally aggressive (Okorie, 2000). Vocational preferences include business executive, buyer hotel manager, industrial relations consultant, manufacturers, representative, master of ceremonies, political campaign manager, real estate salesman, restaurant workers, speculator, sports promoter, stock and bond salesman, television producer, travelling salesman and entrepreneurs that are self-reliant (Okorie, 2000:28).

Self-reliance is one of the bases of effective individual and community development in Nigeria as it is in most of Sub-Saharan Africa. The concept of self-reliance

is located centrally within the discourse of individual community development and is connected to related concepts like self-help, mutual-help, indigenous participation and National development (Akinwunmi, 2012). It advocates the need for people to improve their condition using their initiatives and resources in their own hands. The concept is fast being accepted as a new formula for individual, community as well as national development. The concept has achieved widespread acceptance in the development planning of most African countries (Alobo, &Obaji, 2016). Self-reliance is the ability of individuals to meet their essential needs and enjoy social and economic rights in a sustainable and dignified manner (Hamzat, 2016). Skill acquisition encourages self-reliance to protect and improve the livelihoods of displaced men and women. Displaced people who become self-reliant can lead active and productive lives and weave strong social, economic and cultural ties with their host communities

The Concept of Self-Reliance tends to give greater stimulus and cohesiveness to community development in these countries (Douli, 2002). Falobi (2014) contends that in most African countries' community development has depended significantly on voluntary cooperative efforts of individuals in that community. This follows a traditional trait that underscores the virtue of self-reliance. This explains the emerging trend of self-reliance of individuals in community development and national development, which sees it as an important point of take-off for better living. The emphasis is to train groups of people in planned programs from which they may gain skills that will enable them to cope more successfully with the problems of their everyday life (Falobi, 2014).

The concept of self-reliance does not differ significantly from the principles of self-help and mutual help. Self-help enables individuals to exploit to their advantage talent and resources, which would otherwise lie dormant and thereby perpetuate ignorance and poverty. By making use of the under-utilized labour talent and resources; individuals can increase their competence and confidence in handling its affairs. The habit of self-help is a prerequisite for survival in the modern world (George &Goldin, 2014). Self-reliance stresses the importance of people increasing their sense of responsibility, and looking for assistance as just supplementary, but never replacing popular initiatives or their efforts. The emphasis is on democratizing with reliance on what people can do for themselves (Ifeanacho, &Ifeancho, 2014).

2.4.1 Primary Goal of Self Reliance forIDPs

Internally displaced persons need to be self-reliant to provide the following primary needs of their family;

Health; Health is wealth so goes a popular saying. Unfortunately, many do not have this wealth as they strive to attain this state of well-being. Injuries and diseases are inevitable and if not properly taken care of can cause gradual deterioration of health and even the death of an individual (Samantha and Stuart, 2004) Some IDP's have been managing various ailment/sicknesses of varying severity before and during displacement. A situation where they could access primary, secondary and even tertiary health care services to tackle their discomfort before displacement and can no longer access such services raises an alarming concern. This concern is of significant importance as it is the responsibility of the government to help in this situation, by equipping the displaced with

vocational training skills as it is a tool for generating income to take care of health-related issues of the dips.

Education; even though internally displaced persons undoubtedly suffer a great deal of hardship and trauma, they also show tremendous determination to make the best of a bad situation and to prepare for the day when they can resume a normal way of life. This determination is exhibited in the very high value that IDP's place on all forms of education. Based on experience, once IDP's have met their basic need for food, water and shelter, their primary concern is to ensure that their children can go to school (Deborah 2002). Thus, Robert (2007) describes it as "one of the most overlooked aspects of refugee and internally displaced populations in their demographic composition". Generally, emergencies affect education whether or not they are displaced. Schools are often destroyed, teachers and educational personnel are often unavailable, shortages of teaching materials are experienced and insecurity inhibits the possibility of students attending classes. As a result of this dips need vocational skills in order to take care of their children education.

Vocational Skill Acquisition; Over the years, the role of vocational skill acquisition as a tool for human empowerment and community development cannot be estimated. It has proven to increase dependency and most especially in situations where the individuals sway due to inevitable conditions; of natural or man-made origin. A typical example is the IDP's living in camps; with family or relatives who have been forced out of their comfort zone where they use to carter for their own needs. At a point, the families and relatives of such individuals can no longer harbour the responsibility and burden of sustaining them.

On the other hand, for undeveloped, developing and mismanaged countries, the IDP's do not access their basic primary necessities of food, shelter, health and clothing. One thing is providing the needs and another thing is accessing these needs. When these needs among other secondary needs are not met, only vocational skill acquisition programmes can salvage this situation.

2.4.2 Self-reliance and Sustainable National Development

Self-reliance refers to the sole dependence of individual capabilities to improve life. An individual can rely on him/herself to accomplish a specific task and progress in it (Nwokoye, 2011). Acquisition of employable skills and benefits that accrues from it, engender self-actualization and job satisfaction which in the long run can lead to sustainable development.

Sustainable development is conceived by Abdulkadir(2011),as those infrastructures, policies and behaviors that are conceptualized, instituted and maintained over a while. These infrastructures are considered essential to the general welfare and continued existence of the people and their immediate environments, such as housing, Recreational facilities, agriculture, good roads, water, mineral resources, electricity, schools,industries,transportation, domestic services and good governance. Sustainable development is, therefore, a continuous and progressive increase and expansion of the volume of goods and service provided in a given economy which could lead to improvement in the social, political and economic life of the present, as well as the future generation. It can be said that countries that achieved this status, experience good governance; because good governance provides adequate and sufficient social services

required by the citizen for self-reliance and sustainable development. Science and technology education can promote self-reliance and sustainable development in Nigeria if some of the following strategies are adapted or adopted by stakeholders.

2.4.2 Characteristics of Self-Reliance Self reliance

The five key characteristics of self-reliance which demonstrate close links with the principles of sustainability according to (Marinova and Hossain, 2006) are as follows;

Simplicity: This comes from the original idea of the value and pride in the things and ideas that are present. On the surface, this can be seen as conflicting with sustainability which is understood as a way of caring for future generations, but in essence, the care for the future is built in the glory of the present and the acceptance that the future is secure if the right things are done, and the right decisions are taken, today (Marinova and Hossain, 2006). From this perspective, simplicity implies that the technology adopted for development must avoid technological determinism, dominance or dependence, and must protect the natural environment from harm.

Responsibility: The obligations that a society or community feels to itself, other societies or communities, and the natural world transcend the boundaries of time. These obligations require that development activities should be undertaken thoughtfully. At the same time, the society or community should also be responsible for any consequences of its development decision and actions. As such, a self-reliant community takes the responsibility for its actions in creating and using environmental goods and services as much as possible in a self-sufficient circle (Marinova and Hossain, 2006).

Respect: This is about respect for fellow human beings as well as the natural environment which is the source of wealth and a sink for waste products. Respect is practiced in a culturally appreciable framework without harming the environment, and this links to the environmental and social aspects of sustainability described earlier. As Marinova and Hossain (2006) noted, in many traditional societies respect is built around knowledge and experience. As such, respect for social-cultural norms and traditions constitute important components of self-reliance and sustainability of many societies.

Commitment: There is a need for commitment to guarantee the provision of its basic needs and economic security, rather than rely on help from outside. From an economic point of view, long-term equitable access to resources needs to be guaranteed by replenishing any of the resources used (Marinova and Hossain, 2006). Hence, the consumption of resources on its own can be regarded as unsustainable, unless there is a genuine and active commitment to ensuring that resources are being replaced or renewed.

Creativity: Sustainability requires a change of course in the development process i.e., planning and implementation. New and innovative solutions are the key to success in implementing required changes. People have been and ought to be, the real protagonists of their development and future (Marinova and Hossain, 2006). As such, the search for sustainable solutions to development problems should involve the people who are, and will be, affected by these solutions.

2.4.3 Importance of Skill Acquisition about Self-reliance

The importance of skills acquisition in Nigeria cannot be overemphasized thus for Nigeria to be economically self-reliant, we must necessarily diversify our economy, and as well encourage the IDPs to embrace self-employment through skills acquisition, entrepreneurship, self-reliance and financial empowerment. A skill can be defined as the ability to do something well, usually gained through training or experience (Oduwole&Fadעי, 2013). Skill acquisition on the other hand involves the development of a new skill, practice or a way of doing things, usually gained through training or experience (Oduwole& Adebayo, 2013). Skill is very important in the life of every citizen. The reason why many technicians earn more than some university graduates is because the technicians acquired more skills than the theories the graduates were fed with when they were in universities. The types of skills that can be acquired through training that will help an individual to become self-reliant include but not limited to: hairdressing, fashion designing, tailoring etc.; mechanic, electrical, repairs of GSM handset, wristwatches, air-conditioner etc.; and entrepreneurial (small scale business such as the operation of the kiosk, buying and selling of spare parts, restaurants etc.). According to Sani (2017), some benefits of skill acquisition include the followings:

Self-employment: A skill acquired man is a self-employed man. Many successful businessmen and woman whose names are heard in many parts of the world are self-employed. A self-employed person can never go hungry because the skill he acquired provides food for him on daily basis. But one who lacks skill acquisition will find it difficult to be self-employed because he has nothing to offer.

Diverse job opportunities: A person with so many skills are classified as someone who is up and doing. Those who have many skills stand the chance of gain a job from many establishments. Frankly speaking, people who have many skills are being searched by many companies. Company A, B, and C stand in a queue fighting over one person. They are searched for because they can do many functions due to the series of skills possessed (Okoye, 2017). This is similar to what happens in the world of football. Many football clubs fight over star footballers in every football season. In that case, it is left for the footballer to select from many opportunities that wait for him

Employment generation: Many governments are still finding it difficult to provide jobs for the citizens because the citizens are lacking the important skills they need. There will be a lot of jobs generated for the citizens of every country if the citizens are well equipped with skills. This is why government must organize skill acquisition programme for the masses especially the internally displaced persons as this will go a long way in providing jobs for others. Someone who is well equipped with electronics repair can train his fellow citizens. When these citizens 'mature' in such a field, they start earning from the skill they acquired from their master (Okoye, 2017). This is how the newly trained in that field will train other persons, and the employment generation keeps on growing in such a circle. Likewise, those who have good skills in businesses, make good money on their businesses and generate employment for others by employing others to assist them in such businesses.

Effective function: Organizations that employ skillful workers to assist in their organizational duties lose nothing at all because there will be always effective functions

performed by the employees. This is because the employees have acquired the necessary skills needed to perform the work as desired by the organization. The knowledge they gained from the training on that specific job makes them do the organization's works as desired by the management of the organization.

Crime reduction: Skill acquisition reduces the crime rate in many nations. People begin to think about many dirty activities to engage in to make money when they do not have anything to call a job of their own. But, with acquired skill by an individual, he works and makes money from his acquired skill. It is important to note that, a skillful man speaks with confidence while the non-skillful is filled with fear. The young, old, beautiful, handsome and the ugly need skill acquisitions. This is an important tool for achieving success in life. It is very important that all persons learned or not are encouraged to go for skills because good and lucrative skills acquired can make ways where it seems there is no way (Sani, 2017).

2.5 Influence of Tailoring Skills on Self-Reliance of Internally Displaced Persons.

Tailoring refers to the business process of making men's clothes with the used of technical, skills and styles or the way of design and make of suits, jackets etc. for an individuals and society customer of a particular area, (Oxford Advanced Learner's Dictionary). Tailoring is a diverse crafting profession that allows one to use various cloths and tailoring equipment to craft armour, bags, suits and carpets. It is normally loved by cloth-wearing classes. Tailoring is among the Small and Medium-Sized Enterprises (SMEs), which is commonly practiced in society. Tailoring is among the entrepreneurial jobs which are considered as an important sector in the reduction of poverty. Tailoring

skills have great potential to address the urgent needs in enhancing the self-reliance of refugees and internally displaced persons (IDPs). This review looks at the influences of tailoring skill to improve livelihoods and employability of refugees and IDPs within the camp. Scribe (2009) points out that although fashions are created by designers, the skilled tailors in the IDP community are the ones with the ultimate task of following and assembling the final product for IDPs uses. Crowston (2000) and Scribe (2009) stated IDP tailors refers to male or female in the tailoring and sewing guild. However, IDPs tailoring skills cannot be separated from the other technical and vocational skills which have been considered important to the creativity and socio-economic development of IDPs.

Fashion is a profile of tailoring skills that is resurgent and cyclic in styles and skills. IDPs self-reliance is a key component in any strategy aimed at avoiding or addressing refugee situations, enabling agencies and refugees to find durable solutions that are truly sustainable. Akinbogun (2000) expresses that in the quest to address the aesthetic satisfaction of IDPs new skills for new life will continue to swing back and forth like a pendulum. Though, it has been said that IDP tailoring and fashion skills originated from antiquity and represent a popular value of IDPs. The practices of tailoring and fashion skills transform as values change in the IDPs society (Ogunduyile, 1999). Boyer (2009), IDPs tailoring is a style or a way in which IDPs clothes are measured, cut and sewn into wears for covering and for other utilitarian purposes. The crude beginning of IDPs tailors and their skills as manual crafts have now been significantly perfected and blossom into a well recognised profession with appropriate technology and merchandising tools for seeking employment opportunities in local labour markets (UNESCO, 2018)

Though IDPs tailors seem to flourish almost everywhere to provide opportunities that can improve occupation-specific skills for refugees and IDPs and enhance their integration into local labour markets (UNESCO, 2018). Interest in tailoring skill acquisition needs to be assessed as it appears that the present refugees and IDPs are showing decreasing interest in learning the trade (Anidugbe, 2003). Ogunduyile, Kayode and Ojo (2008) posit that decline of interest in vocation business; wrong priorities and notion are the present banes of skill acquisition in professional practice generally. According to Mambo (2014), Tailoring skills are associated with economic activities where people engage to seek solutions to society's problems. He also stated that Tailoring skill has an influence on IDPs in terms of creating many jobs and reduces unemployment which eventually results into substantial the reduction of poverty in among the IDPs.

2.6 Influence of IDPs Hair Dressing Skills on Self-Reliance of Internally Displaced Persons.

Hairdressing skill is an occupation that is used to help the IDPs to become self-reliant. Victor (2006) defined the term as an establishment dealing with hair treatments for men and women. Hairdressing has become one of the popular economic activities among the IDPs for several reasons. First, the diffusion or spread of hair relaxing has resulted in an increased demand for salons. Secondly, as it has become difficult to expect support from relatives or otherkin, hairdressing is attractive to IDPs because it helps them to cope with both economic and domestic responsibility. Thirdly, since hairdressing became specialized and its skill acquisition became institutionalized, IDPs have started to view hairdressing as a skilled, fashionable and modern occupation. According to Madame (2016), hair removal is offered at some beauty salons through treatments such as waxing

and threading. As a result, IDPs hairdressing apprenticeship has worked as one of the major recourses for men and women with basic education these days. These are some of the factors that have influenced the recent increase of IDP hairdressers and hair salons. Hairdressing is a new occupational choice provided by a modern technique that is the hair-straightening perm. IDPs have quickly taken up this opportunity. The interest in hairdressers keep on increasing to spread among IDPs, but it is clear that the recent development of the hairdressing business has broadened the options of economic activity for IDPs and IDPs. A hairdresser is a person whose occupation is to cut or style hair to change or maintain a person's image. This is achieved using a combination of hair colouring, haircutting, and hair texturing techniques.

It turned out that among various kinds of hairdressing skill in IDPs, a kind of hair-straightening perm called 'hair relaxing' has contributed a great deal to increase demand for hairdressing among the IDPs (Lévy and Powell, 2005).

Hairdressing skill is likely to give the IDPs and some specific knowledge and managerial capabilities, which can help in developing more successful strategies leading to the IDPs self-reliance. Hairdressing depends on the managerial knowledge of the IDPs. Training IDPs and makes them more productive and qualitative and also influences their effectiveness, efficiency, and motivation. Macpherson and Holt (2007) argue that trained IDPs and refugees are likely to better manage the hairdressing business to the inclusion of human resources. The level of training of the IDPs and in hairdressing is a key factor determining the growth and success of IDPs self-reliance (Levy & Powell, 2005).

Hairdressing skill motivates IDPs towards growth orientation and encourages a change of behaviour within themselves (Singh and Belwal, 2008).

2.7 Influence of IDPs Soap Making Skills on Self-Reliance of Internally Displaced Persons.

Soap production is a lucrative business opportunity that can be started on a smallscale with low startup capital. It is an essential commodity used on daily basis by millions of people worldwide for both domestic and industrial cleaning. Other economic importance of soap ranged from its medicinal ability to its domestic use of washing of hair, skin amongst others and its job creation ability for IDPs (Oyekanmiet al., 2014). IDPs soap making skill is a key to success for self-reliance IDPs. This is because it provides the foundation for developing or upgrading technical skills and acquiring life skills in soap making. To assist IDPs effectively and prepare for and engage in a livelihood, IDPs soap making facilitate the transition of IDPs to work by arranging apprenticeships and on-the-job training opportunities. Unni, Jeemol& Uma (2004) have observed that there is a need not only to bring change in status & image of IDPs but also in the attitude of society towards them. There is a demand to create awareness among the IDPs who are unemployed to gain self-esteem & confidence soap making skill. Dhruba and Hazarika (2011) concluded that IDPs are the future of a country's development. Empowering IDPs in soap making skill will be the right approach for growth in this competitive world. Vijaya&Lokhandha (2013) suggested that soap making skill development will boost the IDPs self-reliance with high productivity & earnings. Soap making skills lead to confidence among them to be more innovative. Kittur Praveen (2014) concluded that to

encourage IDPs entrepreneurship, a special training course on soap making skill must be started to improve their skills on self-reliance. MamtaMokta (2014) found that IDPs need to find their way in this dominated society. They should be motivated for growth & empowerment by self-help groups in soap making skills. The Soapmaking skill has so far been a great success on IDPs self-reliance. It has empowered the IDPs involved by giving them greater self-worth, enabling them to contribute to a better lifestyle for their family, ensuring the village people can afford a more hygienic lifestyle and contributing to the health and wellbeing of the community in which they live.

The importance of Soap making cannot be over-emphasized since appropriate skill acquired through soap making help to make the IDPs self-reliant and boost their economic status. Isike, (2008) stated that soap making business has been identified globally and nationally as a tool for generating a sustainable economy which is the core value of the National Economic Empowerment Development Strategies (NEEDS 2004). Mike further noted that the establishment of small businesses on soap making helps to generate a substantial amount of employment and income which are the essential parts of a country's Gross National Product (GNP). For the laudable benefits of soap making to manifest in IDPs, the skills must be learned through formal or non-formal settings. Uloka and Ejinkonye, (2010) remarked that when IDPs are empowered through the acquisition of soap making skills there is the possibility that they will apply or use the skills to create new avenues for wealth. Adeyemo (2009) equally expressed the view that empowering the IDPs to set up businesses involves proper skills acquired through soap making training. Uloka and Ejinkonye, (2010) noted that the only way IDPs can gain the soap making skills

is when the right equipment and facilities are put in place. This will help to change the mindset of the IDPs by increasing their level of seriousness to acquire the skills of soap making.

2.8 Influence of IDPs Knitting Skills on Self-Reliance of Internally Displaced Persons.

Knitting is a very old technique that utilizes two needles. The conversion of yarns into loops by needles and turning them into surfaces is traditionally expressed as “knitting” in the literature. Knitting is a highly motivating tool as people gather their attention to one point. IDPs Knitting skills is a method by which yarn is manipulated to create a textile or fabric, often used in many types of garments. According to Gay (2007), IDPs knitting skill provides the postponement of the problems in the head as IDPs attention shifts to a different side. Continuous IDPs knitting skill suggests that IDPs are helping with their pain. Abrams (2006) proclaimed, “IDPs hand-knitting is regarded as a creative and skilled endeavor which is undergoing a revival and a re-evaluation using the re-appropriation and adaptation of traditional skills by modern artists and designers.

One of the most impactful activities in IDPs knitting skill communities enables the IDPs to participate in self-reliance (Pace, 2007). IDPs Knitters use their crafts to convey messages about the social and political of IDPs world. There is growth in the number of IDP participants using the IDPs technique to understand the motivations employed by IDPs knitters and the products they create. (Minahan& Wolfram Cox, 2007)

IDPs Knitting skill also allows IDPs to forge new identities, retreat from their busy lives to indulge in an artistic pursuit, and develop interpersonal relationships (Schofield-Tomschin&Littrell, 2001; Strawn, 2007; Turney, 2009). The friendships that are built among IDPs knitters and the value placed on the unique items they make help to build self-worth (Campbell, 2005; Schofield-Tomschin&Littrell, 2001). The IDPs knitting skill freed IDP women from having to use their knitting needles to make simple clothing staples like socks. This gave them more time to create extravagant items with complex patterns and stitches (Macdonald, 2008). IDPs knitting skill was emphasized as an important domestic art for IDP women and refugees which make them plan and execute complex designs and showcase their skills (Strawn, 2007). IDPs Knitting skill has endowed IDPs with quality that allows them to retreat from a hectic lifestyle to focus on a simple, creative process (Parkins, 2004).

IDPs Knitting skill and other traditional textile handcrafts have been found to help create a sense of identity for the IDPs (Hawley, 2005; Schofield-Tomschin&Littrell, 2001). Identities such as being a quilter are particularly valued in the contemporary society of IDPs. IDPs can create homemade objects (Hawley, 2005). Similarly, IDPs knitting skill allows women to connect with their feminine heritage and practice the traditions that have been passed down from mother to daughter for generations (Myzelev, 2009).

IDPs Knitting skill gives IDP women an outlet to showcase their skills, personal aesthetics, and creativity (Hawley, 2005). Although patterns and kits are often utilized, many offer choices of yarn or colour. The chance to choose colours and patterns gives a greater sense of participation in the design of the object, which, in turn, bolsters the

makers' sense of pride upon completion (Hawley, 2005). Handmade products and processes are especially well regarded because they represent the unique, singular, and self-expressive (Campbell, 2005). Uniqueness is especially valued in a postmodern society where due to globalization and mass production many products are homogenized (Morgado, 2006). Hand-knit clothing can also overcome the limited sizing and fit possibilities that are a major concern with mass-produced items (Chansky, 2010).

2.9 Influence of IDPs Shoemaking Skills on Self-Reliance of Internally Displaced Persons.

Shoemaking skill is one of the skills that people hardly engaged in. Shoemaking is the process of making footwear. Shoemaking is a labour intensive product involving a considerable amount of manual low-skilled work. Shoemaking skill is one of the most profitable business trends because shoes are one of the most necessary expendables (after food and clothing) of any modern person. Shoemaking skill is very important in the life of every IDPs for self-reliance. It can take them to places they do not expect themselves. IDPs shoemaking is the ability to train IDPs to function and become expert in it. Hegarty and Jones (2008) stated IDPs shoemaking skill create essential life skills and entrepreneurial capacity among the IDPs by embedding entrepreneurship ideology in them.

IDPs shoemaking skill is achieved through creativity. Oyundoyin, (2003) noted that creativity in shoemaking is a mental process involving the application of divergent thinking, critical thinking and other problem-solving skills to produce shoes of different varieties. Saboe, Kantor and Walsh (2002) also noted that IDPs shoemaking skill is a basic skill for development in any kind of shoes for IDPs for survival. Saboe *et al* (2002) opined

that, for IDPs to develop shoemaking skills, the IDPs have to acquire creative attributes and techniques of doing it. Saboet *al* also enumerated the following ways of developing IDPs shoemaking skill:

- i. Confidence:** The IDPs should have unbending confidence in the ability to come up with shoemaking. They have to believe that shoemaking can be done. This paves way for becoming self-reliant.
- ii. Risk:** Taking risk is also an attribute which the IDPs should imbibe in shoemaking. This will help them to venture into virgin areas and make input into shoemaking business.
- iii. Thinking skills:** the IDPs have to learn divergent thinking strategies to enable the generate many ideas on shoemaking skill and critical thinking skill to enable them to evaluate and make choices of suitable ideas for the success of the shoemaking business.
- iv. Flexibility:** it is also an attribute of shoemaking skill, when the IDPs is flexible in their thoughts, they will be receptive to new concepts, ideas, materials and approaches to improve the shoemaking business. They have to be dynamic to discover new ways of using existing resources process and materials to produce completely new or changed versions of existing shoemaking. Oyindoyin (2003) stated that shoemaking skills that would help the IDPs to develop and apply the skills acquired in shoemaking can be through pushing boundaries of competencies of developing new skills in shoemaking.

Ugwu and Ezeani (2012) opined that IDPs self-reliance appears to be the only recourse in addressing problems of IDPs through shoemaking skills. Hence, the increased interests in IDPs shoemaking skill. IDPs shoemaking skill seeks to provide IDPs with the knowledge, skills and motivation to encourage entrepreneurial success in shoemaking (Ewubare, 2010). IDPs shoemaking skill equips IDPs with the ability to seek investment opportunities in shoemaking. Ewubare stated that, through shoemaking skill, successful habits are imparted as the IDPs develop entrepreneurial integrity. It ensures that skills, attitudes, ideas and so on are utilized to create employment for the IDPs through shoemaking. Anyakoha (2001) opined that shoemaking skill can equip the IDPs with entrepreneurial skills that will enable them to create and develop enterprises in the various areas of fashion of footwears. This will in turn help to enhance employment and reduce unemployment among the IDPs.

There are all indications that IDPs shoemaking skill is the ability gained by IDPs through training or experience that is needed. These IDPs shoemaking skill can be obtained through education, training or experience that will inculcate into the IDPs how to carry out or discharge effective responsibilities very well with the new knowledge on the shoe to become self-reliant. This is because any work carried out by skilled people cannot be compared with those tasks performed by unskilled people. Shoemaking skills and competencies acquired can be demonstrated without presenting the certificate. Shoemaking skill can be acquired through experience and training. It is a kind of education acquired without emphasis on white-collar jobs. It is a kind of training given to IDPs to be self-reliant and also the employer of labour.

2.10 Review of Related Empirical Studies

Skill acquisition is important for IDPs the study about the Assessment of the influence of training skills in promoting self-reliance among the IDPs in Adamawa state. The researcher reviewed related studies to compare similarities and differences between the previous work and the present research.

Adofu and Ocheja (2013) investigated the conduct of Skill Acquisition and training in alleviating poverty and unemployment in Kogi state, Nigeria. The major objective of the study was to determine the effect of skill acquisition and training in alleviating poverty and unemployment in Kogi state. The study had three (3) specific objectives, three (3) research questions and three (3) null hypotheses. A descriptive survey design was adopted for the study. The population of the study consisted of all the 2500 participants of skill acquisition in Kogi State, Nigeria. 300 participants were selected for sampling using proportionate random sampling techniques. Data were analyzed using descriptive statistics. The descriptive tools consisted of the use of percentages and frequencies. (Chi-square test χ^2) was employed to test the effect of entrepreneurship skill acquisition on poverty alleviation and unemployment reduction in Nigeria using primary data obtained in six local government areas that made up the four districts of the state. The result shows that 65% of the respondents accepted that lack of entrepreneurship skills among youth is responsible for the high rate of poverty/unemployment in Nigeria. The result also revealed that at least 60% of the people that benefitted from the skills acquisition programme can now afford the basic necessity of life. The study concluded that most people who participated in the skill acquisition programme are now self-reliant.

There are certain differences between the Odufu and Ocheja (2013) study and the present study. The difference between the two studies is that; the past researcher formulated three specific objectives, three research questions and three null hypotheses, while the present researcher formulated five specific objectives, five research question and five null hypotheses, Also Odufu and Ocheja conducted the study on un-displaced people living in the comfort of their houses, while the current study intent to used Internally Displaced Persons who are forced to live their livelihoods and camped in the IDPs centers.

Odufu and Ocheja (2013) study share some similarities with the present study .the similarities are; the past researcher used descriptive survey design and also the present study will use descriptive survey design, the past study use proportionate random sampling techniques and the present study intended also to use proportionate random sampling techniques, Odufu and Ocheja (2013) study used questionnaire as instrument for data collection and the present study also will use the questionnaire as instrument for data collection. Finally, the past study is similar to the ongoing study since both studies deal with the influence of skill acquisition on poverty reduction, unemployment and self-reliance. However, Odufu and Ocheja (2013) did not take care of the skill acquisition across the age group in the community, but rather focuses attention on youth. The present study takes care of adult and youth because poverty, unemployment and self-reliance are not only for the youth only.

Ikegwu, Ajiboye, Aromolaran, Ayodeji&Okorafor (2014) researched Human Empowerment through Skills Acquisition: Issues, Impacts and Consequences - A Non-Parametric View. The major objective of the study was to assess the impact and input of

various skills acquisition encouraged and engaged by Nigerians especially the youths. The study had three (3) specific objectives, three research questions and three (3) null hypotheses as a guide. One hundred and five (105) questionnaires were distributed in each of Yaba and Akoka giving a total of two hundred and ten (210) questionnaire used in the study. The study participants were graduates, undergraduates and learned people. The study was cross-sectional conducted in Yaba and Akoka areas using a 21-item questionnaire tagged “Human Empowerment through Skills Acquisition Questionnaire’ (HETSAQ), designed by the researchers and administered for the purpose. The researchers obtained a very high response rate from the field. Friedman rank test was used to test the hypothesis, results showed that most respondents have learnt one skill or the other and would prefer to be empowered in areas like computer skills, hairdressing, tailoring and soap making, etc. It was discovered that skills acquisition has a significant contribution to society through human empowerment and such opinions have no gender bias but differed significantly by educational attainment. From the studies, it was concluded that skills acquisition contributes greatly to the elimination of joblessness in Nigeria, development of positive attitude towards work, developing entrepreneurial ability, builds self-reliant young people, leads to technological advancement, reduce poverty and crime rate in the society.

However, Ikegwu, et al; (2014) study and the present study has difference; Chi-square and Friedman's rank test were used in data analysis while the current study intends to use mean and standard deviation and t-test analysis. Ikegwu et al; (2014) study was in Lagos state while the present study is Adamawa state. The similarities between the current study and Ikegwu et al (2014) study is that the method of data collection is the same. The past study only analyzed the impact of Human Empowerment through Skills Acquisition

but did not go further to look at its influence on self-reliance which is the basic aim of vocational skills. That is why the current study intends to find out the influence of training skills on dips self-reliance.

Uchendu (2013) study assessed the level of university students' skill acquisition for employability in Cross River State. The major objective of the study was to find out the level of university students' skill acquisition for employability. Specifically, it was also to ascertain whether university students' skill acquisition for employment is influenced by the university type. Two objectives, two research questions and two hypotheses each were formulated to guide the study. A research survey design was adopted for the study. The sample size of 300 students was drawn from a population of 2,998 final year students from the two universities using a stratified random sampling technique. Data collection was carried out with researchers constructed instrument titled "University Students' Skill Acquisition for Employability Questionnaire (USSAEQ)". Population t-test of one sample mean and independent t-test statistical techniques were used to analyze the data collected through the instrument. The results of Uchendu (2013) study showed that the level of university student's skill acquisition for employability is significantly low. Conventional university students do not differ significantly from those in specialized university in their skill acquisition for employability. It was concluded that university students' skill acquisition for employment is significantly low.

Differences exist between Uchendu's (2013) study and the present study, .the differences are; Uchendu (2013) study area was cross river state while the study area for the present study is Adamawa state, the past researcher use university student as the

subject for the study while the present researcher use internally displaced persons as the subject for the study, the past study use stratified random sampling while the present study will use proportionate random sampling techniques, the past study adopted survey research design while the present study will use Expo factor design, t-test statistical techniques used to analyze data collected through the instrument while the present study will use descriptive (mean and standard deviation) and regression analysis.

However, Uchendu's (2013) study share similarities with the present study. The past study used questionnaire as an instrument for data collection is same as the instrument for data collection for the present study is also questionnaire, the past study and the present study are similar in methodology, the Uchendu,(2013) study sampled 300 out of the total population and the present study also sampled 300 sample from the total population, finally, the past and the present study is concerned with skill acquisition for employability and self-reliance. Uchendu, (2013) focused on the skill acquired by the university student foremployability, of which employability is not the major importance of skill acquisition, but rather skill acquisition is for job creation and self-reliance which is the base for vocational skill acquisition. Skill acquisition also is not left for the unemployed university student, but even career or professional woman and man as well can acquire these skills to make them versatile and self-sustaining and independent. That is why the present study will assess the influence of skill acquisition on self-reliance.

Gotom, (2016) carried out a study on identifying the entrepreneurial skills required by Internally Displaced Persons (IDPs) in quail production for sustainable living in North-Central Nigeria. The major objectives of the study were to identify entrepreneurial skills

required by IDPs in quail production for sustainable living in North-Central Nigeria. To achieve these specific objectives, three objectives, three research questions and three null hypotheses were formulated to guide the study. The study adopted a descriptive survey research design. The population for the study was 69, made up of 22 lecturers of agricultural education and 47 registered quail farmers in the area of study. The questionnaire was used for data collection; the data collected were analyzed using mean to answer the research questions while t-test statistic was used to test the hypotheses at a 0.05 level of significance. Findings showed that 15 skills in planning for quail production, 24 skills in rearing quail birds and 18 skills in the marketing quail eggs and meat were required by IDPs. A significant difference exists ($p < 0.05$) in the mean responses of lecturers of agricultural education and quail farmers on skills in planning, rearing and marketing of quails in the area of study. It was recommended among others that dates for projects should be scheduled, IDPs should be encouraged in quail production for both financial gain and improved protein intake to avoid acute malnutrition and subsequent death rate faced by IDPs in North-Central Nigeria.

However, there are differences between Gotom (2016) study and the present study. The differences are; the past study adopted a descriptive survey research design while the present researcher will use Expo factor research design, the past study use the entire population of 69 respondents because the population size is manageable; thus, there was no sampling, but the present study will use proportionate random sampling. Gotom, (2016) study area is the whole part of the north-central zone while the present study area is Adamawa state only.

Despite the differences between the two studies similarities also exist. The similarities are; the study subject for Gotom, (2016) was IDPs and the present researchers subject for the study were IDPs. The instrument for data collection used by the past study is a questionnaire and same also the present study will use a questionnaire for data collection. Gotom, (2016) study identifies the entrepreneurial skills required by Internally Displaced Persons (IDPs) in quail production for sustainable living. the observation raised here is that quail production requires land, bigger capital, manpower, equipment and appliances, of which very few IDPs can get access to this item mentioned above. The principles for skill acquisition also stated that Training should be oriented to the manpower needs of the community. Based on this observation the past researcher could have given skills that are needed in the community such as tailoring, soapmaking, shoemaking, hairdressing and knitting skills as the present researcher intended to do

Akuto (2017) researched “Challenges of Internally Displaced Persons (IDPs) in Nigeria: Implications for Counseling and the Role of Key Stakeholders”. The study was carried out to examine the challenges of internally displaced persons (IDPs) in Nigeria and considers the implications for counselling and the role of key stakeholders in alleviating the plight of these persons. A descriptive survey design was adopted for the study. The study has two specific objectives and two research questions. The population of the study comprised all the internally displaced persons in Nigeria. Data were collected using a structured questionnaire developed by the researcher. Data were analyzed using frequencies and percentages. The study identifies the grave challenges faced by the displaced persons, points out the importance of counselling as part of measures to assist IDPs and the role of key stakeholders such as civil society organizations (CSO) and

Educational Intuitions; governmental and non-governmental organizations. Thus, the challenges facing IDPs needs a collaborative effort in ameliorating their plight.

Akuto (2017) study and the present study have some differences. Their design adopted by the past researcher is descriptive survey design while the present study will adopt Expo factor design. The past researcher used frequencies and percentages in data analysis while the current study intends to use mean and standard deviation to answer research questions and regression analysis to test the hypotheses. Akuto (2017) study area is Nigeria while the present study is Adamawa state. The study was found relevant to the ongoing study especially in the design and procedure for data collection. However, the past researchers also did not formulate and test null hypotheses for his study which the current researcher intends to do.

Okwelle&Ojotole (2018) study investigated some constraints to students' effectiveness in practical skill acquisition in technical colleges in Kogi State. The main purpose of this study is to investigate the constraints to students' effectiveness in the acquisition of practical skills in technical colleges in Kogi State. Two objectives, two research question and two hypotheses to guide the study. A descriptive survey design was adopted in the study. The population of the study comprised 286 final year students and 47 technical teachers from the five Government Technical Colleges in Kogi State. A sample size of 245 (198 students and 47 teachers) was used for the study. A simple random sampling technique was employed in the selection of the students. But for the teachers, all 47 of the VOC III teachers were used. The instrument used for data collection for the study was a structured questionnaire; the Mean was used to answer the research questions

while the hypotheses were tested with Z-test. The study revealed that some of the problems constraining the acquisition of practical skills by students of technical colleges in Kogi State included difficulties in Student Industrial Work Experience Scheme (SIWES) participation and inadequate workshop facilities.

Okwelle&Ojotule (2018) study adopted a descriptive survey design while the present study intended to adopt a descriptive survey design; the past study used simple random sampling techniques while the present study will use proportionate random sampling method to sample the population for the study. The past study uses a z-test to test the hypotheses while the present study will use simple t-test analyses to test the hypotheses. OkwelleandOjotule (2018) study area was Kogi state while the present researcher is Adamawa state. Despite the differences that exist between the past and present study yet there are similarities; the past researcher used mean and standard deviation to answer the research question and the present study will also use mean and standard deviation to answer research questions. Okwelle&Ojotule (2018) study used a structured questionnaire to collect data for the study and the present study also will use a structured questionnaire to collect data. The past researcher did not discuss the type of training practical skills acquired in the technical schools; the present study discussed the type of training skills for self-reliance.

2.11 Summary of Reviewed Related Literature

The literature review focused on the related studies and the chapter discussed the theoretical framework of the study in which the definitions of the keywords of the study as well as views from previous studies related to the study were stated. Literature on the

concept of internally displaced persons (IDPs), causes and effect of displacement, IDPs accommodations /shelter, challenges constraining effective management of displaced persons in Nigeria, the concept of skills training, types of training skills received by IDPs, skill training and its importance to IDPs wellbeing, the concept of self –reliance, self-reliance and sustainability and importance of skill acquisition concerning self-reliance were reviewed. Human Capital Theory developed by Backer and Mincer (1964) was used as the theoretical framework of the study.

The major gap identified from the review was that; no study from the literature examined the influence of the training skills such as tailoring, hair dressing, soap making, knitting and shoe making giving to the IDPs on self-reliance after living in the camps which formed the major gap the present research intended to fill. In addition, previous studies did not analyze the influence of different types of skills such as tailoring, knitting, hairdressing, soap making and shoemaking on self-reliance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology adopted in carrying out the study. The chapter is discussed under the following sub-headings;

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample and Sampling Techniques
- 3.4 Instrument for Data Collection
 - 3.4.1 Validation of the Instrument
 - 3.4.2 Pilot Testing
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

3.1 Research Design

A descriptive survey design was used in this study. Descriptive research design is a design that helps the researcher to depict the participants in an accurate way (Bernard & Bernard, 2012). Knussan (2014) opined that descriptive survey design is used when the researcher is interested in collecting opinions of the respondents using a questionnaire

regarding a given situation or relationship. This design was deemed appropriate as it allows the researcher to collect relevant information directly from the respondents by allowing them to express their views or opinions on the relationship between the dependent and the independent variable and even on the extent of such a relationship.

3.2 Population of the Study

The population of the study consisted of 1471 graduates of the IDP skill acquisition programme in all the six (6) IDPs Centres in Adamawa State. The breakdown of the population according to IDP Camps is presented in Table 3.1;

Table 3.1: Population of the Study

SN	Name of IDP Centre	No. of Graduates
1	NYSC IDPs Camp Yola	460
2	Nyako Housing Estate IDPs Camp	325
3	Malkohi IDPs Camp	112
4	COCIN Church IDPs Camp	52
5	Federal Polytechnic Yola IDPs Camp	210
6	Damare IDPs Camp	312
Total		1471

Source: Internally Displaced Persons Centres (2018)

3.3 Sample and Sampling Techniques

A total of 300 respondents was sampled from the 1471 IDPs skill acquisition graduates from the six (6) centres. This was based on the Research advisors' sampling determination Table (2006) which states that, with a population of 1,471 at 95%

confidence interval and 0.5 margins of error, a sample of 300 respondents will be adequate. Using this method, the number of samples drawn from each center was determined by the population size of IDP graduates from that center through proportionate sampling technique. The formula for proportionate sampling from each IDP center is shown below.

$$Sample = \frac{\text{No. of graduates in each IDPs camp}}{\text{Total No. of graduates in all camps}} \times \text{No. of the total sample taken}$$

Each center represents a fraction of the total population and the size of each fraction was determined by the number of samples selected. The sample distribution is as presented in Table 3.2

Table 3.2: Sample Size for the Study

SN	Name of IDP Centre	Population	Sample
1	NYSC IDPs Camp Yola	460	93
2	Nyako Housing Estate IDPs Camp	325	66
3	Malkohi IDPs Camp	112	23
4	COCIN Church IDPs Camp	52	11
5	Federal Polytechnic Yola IDPs Camp	210	43
6	Damare IDPs Camp	312	64
Total		1471	300

Source: Fieldwork (2018)

3.4 Instrument for Data Collection

The instrument used for data collection was a structured questionnaire. The instrument was developed by the researcher and tagged Training Skills for Promoting Self-reliance (TSPSR). The instrument consists of 40 items that solicit the opinion of respondents on tailoring, hairdressing, soap making and knitting skills. It is made up of two sections, A and B. Section A is about the respondent's biodata while section B consists of five clusters,

each has eight items that solicits the respondent's opinion on a particular skill acquired. The instrument was designed on 5 points Likert scale type of strongly agree, agree, neutral, disagree and strongly disagree. The points were assigned as follows.

Strongly Agree	-	5 points
Agree		4 points
Neutral	-	3 points
Disagree	-	2 points
Strongly Disagree	-	1 point

The items in the questionnaire were generated from the issues concerning Skill Acquisition in IDPs Centers and the Influence on self-reliance of the Skill Acquisition Graduates.

3.4.1 Validation of the Instrument

The content and construct validity of the instrument was done by the researcher's supervisors who are Senior Lecturers in the Department of Home Economics, Faculty of Education, Ahmadu Bello University, Zaria. The validity of the instrument was also done by a statistician who is not below the rank of a Senior Lecturer. These experts checked the clarity and appropriateness of the items on the questionnaire and all the inputs were carefully corrected.

3.4.2 Pilot Testing

A pilot study was conducted which involved the administration of 30 questionnaires to thirty (30) randomly selected graduate IDPs trained on the vocational skills. The pilot study was conducted in the NYSC camp at Maiduguri Borno state. The instrument was pilot tested

with a sample of IDP graduates at the NYSC camp Maiduguri, Borno State who were not part of the main study. Data generated from the pilot study was used to determine the reliability coefficient of the instrument. The choice of Borno State is because of the Proximity to the researcher's State of Origin, Borno state citizens also were displaced, and to ensure that subjects of the pilot study were not involved in the main study.

3.4.3 Reliability of the Instrument

The data collected from the administration of the pilot study were analyzed using the Cronbach alpha technique. The result obtained from the data analyzed was 0.78 which shows the internal consistency of the instrument in question. Therefore, based on the reliability index found, the instrument prepared for this research was highly reliable.

3.5 Procedure for Data Collection

In administering the questionnaire, the researcher used six (6) IDP camps in Yola which include NYSC Camp Yola, Nyako Housing Estate camp, Malkohi camp, COCIN Church IDPs camp, Federal Polytechnic Yola camp and Damare camp. The researcher obtained a letter of introduction which explains the purpose of the study from the Head, Department of Home Economics, Ahmadu Bello University, Zaria. The Introduction letter was given to the coordinators of IDPs in all the camps in the state to get access to the IDPs in the selected camps to administer the questionnaire.

The researcher administered the questionnaire to the IDPs in all the camps with the help of four research assistants that helped in identifying the respondents targeted for the

study. The administration of the instrument was done within 3 weeks. The questionnaires were collected from the respondents by the researcher and the research assistants.

3.6 Procedure for Data Analysis

Data collected for the study were analysed using Statistical Package for Social Sciences (SPSS) version 23. The respondents' biodata was organised using frequencies and percentage, while the research questions were answered using the mean score and standard deviation. The null hypotheses were tested using chi-square statistic at a 0.05 level of significance. The decision rule in answering the research question is that any item with a mean score of 2.5 and above was considered agreed, but any item with a mean score that is less than 2.5 was considered disagreed. Hence, all the null hypotheses formulated for the study were tested at a 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis of the data collected. The researcher distributed 300 questionnaires to the respondents and all 300 copies of the questionnaire representing 100% were properly filled and used for the study. In this chapter, the researcher presents the collected data for analysis and discussion under the following sub-headings

- 4.1 Analysis of Demographic Data
- 4.2 Answers to Research Questions
- 4.3 Test of Null Hypotheses
- 4.4 Summary of Findings
- 4.5 Discussion of the Major Findings

4.1 Analysis of Demographic Data

The demographic data were analyzed using frequency and percentage.

Table 4.1: Distribution of Respondents by Gender

Gender	No of respondents	Percent
MALE	106	35.3
FEMALE	194	64.7
Total	300	100.0

Source: Result of fieldwork, 2019

The result in Table 4.1 revealed that 194 respondents representing 64.7% were females and 106 respondents representing 35.3% were males. This implies that the majority of the IDPs were female.

Table 4.2: Distribution of Respondents by Age

Age group	No of respondents	Percent
10 – 20	45	15.0
21 – 25	111	37.0
26 – 30	83	27.7
31 – 35	41	13.7
36 And Above	20	6.7
Total	300	100.0

Source: Result of fieldwork, 2019

Table 4.2 shows information on the ages of respondents. A total of 111 respondents representing 37% of the total number of respondents fall under the category of 21 – 25 years of age, eighty three (83) respondents (representing 27.7%) fall under 26 – 30 years of age. Forty-five (45) respondents representing 15% fall under the category of 10 – 20 years of age. About 41 respondents (13.7%) fall under 31 – 35 years while a total of 20 respondents (6.7%) falls under 36 years and above category. This means that majority of the IDPs were within the ages of 21 – 25 years.

Table 4.3: Distribution of Respondents by Type of Training Skills Acquired

Type of training skills	No of respondents	Percent
Tailoring	37	12.3
Hairdressing	85	28.3
Soap Making	83	27.7
Knitting	68	22.7
Shoe Making	27	9.0
Total	300	100.0

Source: Result of fieldwork, 2019

Table 4.3 shows the type of training skills acquired by the respondents. Eighty-five (85) respondents (representing 28.3%) acquired hairdressing skill, eighty-three (83) respondents (representing 27.7%) acquired soap making skill, sixty-eight (68) respondent (representing 22.7%) acquired knitting skill, thirty-seven (37) respondents representing 12.3% acquired tailoring skills while 27 respondents representing 9.0% acquired shoemaking skill. This implies that the majority of the IDPs acquired hairdressing skills.

4.2. Answers to Research Questions

This section deals with answers to the research questions. Means and standard deviation was used in analyzing response.

Research Question One: What is the influence of IDPs tailoring skills on the self-reliance of internally displaced persons?

Table 4.4: Mean Ratings of Respondents on Influence of IDPs Tailoring Skills on Self-Reliance

S/N	ITEM	N	Mean	S. D
1	I independently take decision concerning my affairs as result of tailoring skills acquired in the camp	37	3.9730	.89711
2	My tailoring skills enables me to generate incomes to solve my problems	37	4.1892	.81096
3	Payment of children's school fees is never a burden because of the tailoring skills acquired in the camp	37	4.4595	.55750
4	I am able to feed my children with 3 square meals every day from what I get in tailoring work	37	4.4324	.64724
5	I also pay rent as when due from what I generate from tailoring work	37	3.7297	.90212
6	My children's medication is also taken care of because of the money I get from the tailoring work	37	2.7838	1.15795
7	I also provide clothes and other body wears for my children from the money I get in tailoring	37	2.6216	1.29853
8	Purchase of house utensils becomes easy due the income generated from tailoring work	37	2.7027	1.05053
cumulative Mean			3.61	

Table 4.4 reveals the influence of IDPs tailoring skills on the self-reliance of internally displaced persons. The decision mean for the distribution is 2.5 which states that “if the cumulative mean score is greater than the decision means 2.5, it is termed

‘agreement’, while, if the cumulative mean score is less than the decision mean, it is termed disagreement

The cumulative mean score is 3.61 which is greater than the decision means of 2.5 ($3.61 > 2.5$). The result indicated that the respondent agreed there is a positive influence of IDPs tailoring skills on the self-reliance of internally displaced persons because they were able to afford the payment of their children’s school fees because of the tailoring skills acquired in the camp.

Research Question Two: What is the influence of IDPs hairdressing skills on the self-reliance of internally displaced persons?

Table 4.5: Mean Ratings of Respondents on Influence of IDPs Hairdressing Skills on Self-Reliance

S/N	ITEM	N	Mean	S. D
9	I don't wait for somebody to take decision concerning my affairs as result of hairdressing skills work I do	85	3.4824	.85373
10	My hairdressing skills enable me to generate incomes to solve my problems	85	3.5765	.83633
11	Payment of children's school fees is never a burden because of the hairdressing skills acquired in the camp	85	3.5647	.87895
12	I can feed my children with 3 square meals every day from what I get in hairdressing work	85	4.3059	.75630
13	I also pay rent as when due from what I generate from hairdressing work	85	3.7412	1.08181
14	My children's medication is also taken care of because of the money I get from the hairdressing work	85	4.2941	.78412
15	I also provide clothes and other body wears for my children from the money I get in hairdressing	85	4.2471	.95001
16	Purchase of house utensils becomes easy due to the income generated from hairdressing work	85	3.8706	1.11043
cumulative Mean			3.88	

Table 4.5 reveals the means and standard deviations of responses on the influence of IDPs hairdressing skills on the self-reliance of internally displaced persons. The cumulative mean score is 3.88 which is greater than the decision means of 2.5 ($3.88 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs hairdressing skills on the self-reliance of internally displaced persons because they were able to feed their children with 3 square meals every day from what they gotten in hairdressing work

Research Question Three: What is the influence of IDPs soap making skills on the self-reliance of internally displaced persons?

Table 4.6: Mean Ratings of Respondents on Influence of IDPs Soap Making Skills on Self-Reliance

S/N	ITEM	N	Mean	S. D
17	I independently decide my affairs as a result of soaps I sell acquired in the camp	83	3.6386	1.17472
18	My soap making skills enable me to generate incomes to solve my problems	83	2.9398	1.07465
19	Payment of children's school fees is never a burden because of the soap making skills acquired in the camp	83	2.5181	.80185
20	I can feed my children with 3 square meals every day from what I get in soap making work	83	3.8554	1.43248
21	I also pay rent as when due from what I generate from soap making work	83	2.9880	1.16341
22	My children's medication is also taken care of because of the money I get from the soap making work	83	3.5542	1.19198
23	I also provide clothes and other body wears for my children from the money I get in soap making	83	3.3012	1.44606
24	Purchase of house utensils becomes easy due to the income generated from soap making work	83	3.7590	1.16442
Cumulative Mean			3.31	

Table 4.6 reveals the means and standard deviation of responses on the influence of IDPs soap making skills on the self-reliance of internally displaced persons. The cumulative mean score is 3.31 which is greater than the decision means of 2.5 ($3.31 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs soap making skills on the self-reliance of internally displaced persons. This is because they could purchase house utensils easily due to the income generated from soap making work.

Research Question Four: What is the influence of IDPs knitting skills on the self-reliance of internally displaced persons?

Table 4.7: Mean Ratings of Respondents on Influence of IDPs Knitting Skills on Self-Reliance

S/N	ITEM	N	Mean	S. D
25	The knitting skill I acquired make me take decision independently concerning my affairs	68	3.0588	1.60114
26	My knitting skills enable me to generate incomes to solve my problems	68	3.3676	1.34835
27	Payment of children’s school fees is never a burden because of the knitting skills acquired in the camp	68	3.4118	1.56678
28	I can feed my children 3 square meals every day from what I get in knitting work	68	3.5000	1.36590
29	I also pay rent as when due from what I generate from knitting work	68	3.3382	1.41009
30	My children’s medication is also taken care of because of the money I get from the knitting work	68	3.2500	1.49002
31	I also provide clothes and other body wears for my children from the money I get from knitting	68	3.2500	1.40760
32	Purchase of house utensils becomes easy due to the income generated from knitting work	68	3.8824	1.34419
cumulative Mean			3.38	

Table 4.7 reveals the means and standard deviations of responses on the influence of IDPs knitting skills on the self-reliance of internally displaced persons. The cumulative mean score is 3.38 which is greater than the decision means of 2.5 ($3.38 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs knitting skills on the self-reliance of internally displaced persons. This is because they were able to pay rent as when due from what they generate from knitting work

Research Question Five: What is the influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons?

Table 4.8: Mean Ratings of Respondents on Influence of IDPs Shoemaking Skills on Self-Reliance

S/N	ITEM	N	Mean	S. D
33	I independently decide my affairs as a result of shoemaking skills acquired in the camp	27	4.1852	1.00142
34	My shoemaking skills enable me to generate incomes to solve my problems	27	3.8889	1.08604
35	Payment of children's school fees is never a burden because of the shoemaking skills acquired in the camp	27	3.8519	1.16697
36	I can feed my children with 3 square meals every day from what I get in shoemaking work	27	3.4815	.93522
37	I also pay rent as when due from what I generate from shoemaking work	27	3.5926	1.08342
38	My children's medication is also taken care of because of the money I get from the shoemaking work	27	3.7037	1.35348
39	I also provide clothes and other body wears for my children from the money I get in shoemaking	27	3.9630	1.22416
40	Purchase of house utensils becomes easy due to the income generated from shoemaking work	27	3.4815	1.15593
cumulative Mean			3.76	

Table 4.8 reveals the means and standard deviations of responses on the influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons. The cumulative mean score is 3.76 which is greater than the decision means of 2.5 ($3.76 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons. This is because they are able

to provide clothes and other body wears for their children from the money, they get in shoemaking

4.3 Test of Hypotheses

Five (5) null hypotheses were formulated in chapter one to give statistical validation to the findings from the research question of the study. This section reports the statistical result of tested hypotheses at a 0.05 level of significance.

Hypothesis One: Tailoring skills has no significant influence on internally displaced person self-reliance

Table 4.9: Summary of Chi-square (χ^2) of the significant influence of Tailoring skills on internally displaced person self-reliance

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
37	135.6	124.34	0.05	104	.000	Rejected

$\chi^2 (135.6) = 124.34, P < 0.05$

Table 4.9 revealed that Tailoring skills have a significant influence on internally displaced person self-reliance. The table showed the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 135.6 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that tailoring skills enabled respondents pay their children school fees with the money generated from tailoring work. The implication of this result was to reject the null hypothesis which states that Tailoring skills have no significant influence on internally displaced person self-reliance.

Hypothesis Two: Hairdressing skills has no significant influence on internally displaced persons self -reliance.

Table 4.10: Summary of Chi-square (χ^2) of the significant influence of Hairdressing skills on internally displaced person self-reliance

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
85	317.7	124.34	0.05	104	.000	Rejected

$\chi^2 (317.7) = 124.34, P < 0.05$

Table 4.10 revealed that Hairdressing skills have a significant influence on internally displaced persons self –reliance. The table showed the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 317.7 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that respondent can feed their children with three square meals every day with the money generated from hairdressing skills acquired in the camp. The implication of this result was to reject the null hypothesis which states that Hairdressing skills have no significant influence on internally displaced persons self –reliance.

Hypothesis Three: Soap making skills has no significant influence on internally displaced person self-reliance.

Table 4.11: Summary of Chi-square (χ^2) of the significant influence of Soapmaking skills on internally displaced person self-reliance

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
83	226.6	124.34	0.05	104	.000	Rejected

$\chi^2 (317.7) = 124.34, P < 0.05$

Table 4.11 revealed that Soap making skills have a significant influence on internally displaced person self-reliance. The table showed the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 226.6 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that soap making skills enable the respondent to purchase house hold utensils easily due to the income generated from soap making. The implication of this result was to reject the null hypothesis which states that Soap making skills have no significant influence on internally displaced person self-reliance.

Hypothesis Four: Knitting skills has no significant influence on internally displaced person self-reliance.

Table 4.12: Summary of Chi-square (χ^2) of the significant influence of Knitting skills on internally displaced person self-reliance

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
68	251.9	124.34	0.05	104	.000	Rejected

$\chi^2 (251.9) = 124.34, P < 0.05$

Table 4.12 revealed that Knitting skills have a significant influence on internally displaced person self-reliance. The table showed the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 251.9 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that the respondents can pay rent as when due from what they generate from knitting. The implication of this result was to reject the null hypothesis which states that Knitting skills have no significant influence on internally displaced person self-reliance.

Hypothesis Five: Shoemaking skills has no significant influence on internally displaced person self-reliance.

Table 4.13: Summary of Chi-square (χ^2) of the significant influence of Shoemaking skills on internally displaced person self-reliance

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
27	247.9	124.34	0.05	104	.000	Rejected

$\chi^2 (247.9) = 124.34, P < 0.05$

Table 4.13 revealed that Shoemaking skills have a significant influence on internally displaced person self-reliance. The table showed the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 247.9 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that the respondents provide clothes and other body wears for their children from the money gotten from shoemaking. The implication of this result was to reject the null hypothesis which states that shoemaking skills have no significant influence on internally displaced person self-reliance.

4.4 Summary of Findings

1. The study showed that the respondent agreed that there is a positive influence of IDPs tailoring skills on the self-reliance of internally displaced persons. This is because the mean score is 3.61, which is greater than the decision means of 2.5 ($3.61 > 2.5$). The hypothesis revealed there is a positive influence of IDPs tailoring skills on the self-reliance of internally displaced persons. ($p=0.00 < 0.05$)

2. The result indicated that the respondent agreed that there is a positive influence of IDPs hairdressing skills on the self-reliance of internally displaced persons because the mean score is 3.88, which is greater than the decision means of 2.5 ($3.88 > 2.5$). The hypothesis also shows that there is a positive influence of IDPs hairdressing skills on the self-reliance of internally displaced persons. ($p=0.00 < 0.05$)
3. The result indicated that the respondent agreed that there is a positive influence of IDPs soap making skills on the self-reliance of internally displaced persons. This is because the mean score is 3.31, which is greater than the decision means of 2.5 ($3.31 > 2.5$). The hypothesis revealed that soap making skills acquired by IDPs have a positive influence on the self-reliance of internally displaced persons. ($p=0.00 < 0.05$)
4. The result indicated that the respondent agreed that there is a positive influence of IDPs knitting skills on the self-reliance of internally displaced persons because the mean score is 3.38, which is greater than the decision means of 2.5 ($3.38 > 2.5$). The hypothesis revealed that there is a positive influence of IDPs knitting skills on the self-reliance of internally displaced persons. ($p=0.00 < 0.05$)
5. The result indicated that the respondent agreed that there is a positive influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons because the mean score is 3.76, which is greater than the decision means of 2.5 ($3.76 > 2.5$). The hypothesis revealed that there is a positive influence of IDPs shoemaking skills on the self-reliance of internally displaced persons. ($p=0.00 < 0.05$)

4.5 Discussion of Major Findings

The study assessed the influence of vocational training skills in promoting self-reliance among IDPs in Adamawa state, Nigeria. Based on the research questions and hypotheses tested in this study, the findings from the study were discussed as follows.

Findings in Table 4.4 on the influence of IDPs tailoring skills on self-reliance of internally displaced persons. The decision mean for the distribution is 2.5 which states that “if the cumulative mean score is greater than the decision means 2.5, it is termed ‘agreement’, while, if the cumulative mean score is less than the decision mean, it is termed disagreement. The grand mean score is 3.61 which is greater than the decision mean of 2.5 ($3.61 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs tailoring skills on the self-reliance of internally displaced persons. The hypotheses of the study also revealed Tailoring skills has a significant influence on internally displaced person self-reliance. The table shows the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 135.6 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that tailoring skills enable the respondents to generate income to pay their children’s school fees. The implication of this result was to reject the null hypothesis which states that Tailoring skills have no significant influence on internally displaced person self-reliance. This finding corroborates the findings of Mambo, (2014) whose research asserted that tailoring skills are associated with the economic activities where people engage to seek solutions to society’s problems. Mambo (2014) also stated that tailoring skill has an influence on IDPs in terms of creating many jobs and reduces unemployment which

eventually resulted into substantial reduction of poverty among the IDPs. According to UNESCO (2018), IDPs tailors seem to flourish almost everywhere to provide opportunities that can improve occupation-specific skills for refugees and IDPs and enhance their integration into local labor markets. The tailoring skills acquired by the IDPs helped them significantly in becoming self-reliant individuals.

Findings in Table 4.5 on the influence of IDPs hairdressing skills on self-reliance of internally displaced persons. The grand mean score is 3.88 which is greater than the decision means of 2.5 ($3.88 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs hairdressing skills on the self-reliance of internally displaced persons. The hypothesis also revealed that Hairdressing skills have a significant influence on internally displaced persons self-reliance. The table shows the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 317.7 which is greater than the χ^2 critical value of 124.34 at df 104. The result pointed to the fact that respondent can afford 3 square meals for their children because of the hairdressing skills acquired in the camp. The implication of this result was to reject the null hypothesis which states that Hairdressing skills have no significant influence on internally displaced persons self-reliance. In accordance with the finding of this study, Macpherson and Holt (2007) argue that trained IDPs and refugees are likely to better manage the hair dressing business to the inclusion of human resources. Levy and Powell (2005) asserted that Level of training of the IDPs in hairdressing is a key factor determining the growth and success of IDPs self-reliance. Hairdressing skill is likely to give the IDPs and some specific knowledge and managerial capabilities, which can help in developing more

successful strategies leading to the IDPs self-reliance. Singh and Belwal (2008) also noted that training IDPs make them more productive and qualitative and also influences their effectiveness, efficiency, and motivation. Hair dressing skill motivates IDPs towards growth orientation, and encourages change of behavior within themselves.

Findings from Table 4.6 reveals the mean and standard deviation of responses on the influence of IDPs soap making skills on the self-reliance of internally displaced persons. The grand mean score is 3.31 which is greater than the decision mean of 2.5 ($3.31 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs soap making skills on the self-reliance of internally displaced persons. The hypothesis revealed that Soap making skills have a significant influence on internally displaced person self-reliance. The table shows the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculative value of 226.6 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that soap making skills enable the respondent to generate income to purchase house hold utensils. The implication of this result was to reject the null hypothesis which states that Soap making skills have no significant influence on internally displaced person self-reliance. The finding agrees with that of Vijaya and Lokhandha (2013) who suggested that soap making skill development will boost the IDPs self-reliance with high productivity & earnings. In supporting the finding of the present study, MamtaMokta (2014) reported that IDPs should be motivated for growth & empowerment by self-help groups in soap making skills. Similarly, Kittur Praveen (2014) reported that to encourage IDPs entrepreneurship, a special training course on soap making skill must be started to improve their skills on self-reliance.

Findings from Table 4.7 reveals the mean and standard deviation of responses on the influence of IDPs knitting skills on the self-reliance of internally displaced persons. The grand mean score is 3.38 which is greater than the decision mean of 2.5 ($3.38 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs knitting skills on the self-reliance of internally displaced persons. The hypothesis reveals that Knitting skills have a significant influence on internally displaced person self-reliance. The table shows the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 251.9 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that the respondents can pay rent as when due with the money generated in knitting. The implication of this result was to reject the null hypothesis which states that Knitting skills have no significant influence on internally displaced person self-reliance. This is in line with this finding of Abrams, (2006) whose findings indicate IDP hand-knitting is regarded as a creative and skilled endeavor that is undergoing a revival and a re-evaluation using the re-appropriation and adaptation of traditional skills by modern artists and designers. Similarly, Macdonald (2008) reported that IDPs Knitting skill allows them to forge new identities, retreat from their busy lives to indulge in an artistic pursuit and develop interpersonal relationships. Turney (2009) also argued that IDPs Knitting skill also allows IDPs to forge new identities, retreat from their busy lives to indulge in an artistic pursuit and develop interpersonal relationships. In consonant with this finding, Parkins (2004) reported that IDPs Knitting skill has endowed IDPs with quality that allows them to retreat from a hectic lifestyle to focus on a simple, creative process.

Findings from Table 4.8 reveals the mean and standard deviation of responses on the influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons. The grand mean score is 3.76 which is greater than the decision mean of 2.5 ($3.76 > 2.5$). The result indicated that the respondent agreed that there is a positive influence of IDPs Shoemaking skills on the self-reliance of internally displaced persons. The hypothesis revealed that Shoemaking skills have a significant influence on internally displaced person self-reliance. The table shows the p-value of .000 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 247.9 which is greater than the χ^2 critical value of 124.34 at df 104. This result pointed to the fact that the respondents can provide clothes and other body wear for their children because of the shoemaking skills acquired in the camp. The implication of this result was to reject the null hypothesis which states that shoemaking skills have no significant influence on internally displaced person self-reliance. This corroborates the finding of Hegarty and Jone, (2008) who stated IDPs shoemaking skill create essential life skills and entrepreneurial capacity among the IDPs by embedding entrepreneurship ideology in them. Saboe, Kantor and Walsh (2002) also noted that IDPs shoemaking skill is a basic skill for development in any kind of shoes for IDPs for survival. Ugwu and Ezeani (2012) opined that IDPs self-reliance appears to be the only recourse in addressing problems of IDPs through shoemaking skills. Ewubare stated that, through shoemaking skill, successful habits are imparted as the IDPs develop entrepreneurial integrity. It ensures that skills, attitudes, ideas and so on are utilized to create employment for the IDPs through shoemaking.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations based on the findings of the study under the following subheadings:

- 5.1 Summary of the Study
- 5.2 Conclusion
- 5.3 Contributions to Knowledge
- 5.4 Recommendations
- 5.5 Suggestions for Further Studies

5.1 Summary of the Study

The study assessed the influence of internally displaced persons' vocational training skills on promoting self-reliance among IDPs in Adamawa State, Nigeria. Five objectives were formulated and achieved, which were: determine the influence of IDPs tailoring skills on self-reliance of internally displaced persons, determine the influence of IDPs hairdressing skills on self-reliance of internally displaced persons, determine the influence of IDPs soap making skills on self-reliance of internally displaced persons, determine the influence of IDPs knitting skills on self-reliance of internally displaced persons and determine the influence of IDPs shoemaking skills on self-reliance of internally displaced persons. Five research questions were raised and answered, five corresponding hypotheses were formulated and tested at a 0.05 level of significance. Related works of literature were reviewed on the major variables of the study. The study

adopted a descriptive survey design. The population of the study consist of 1471 graduates of the IDP skill acquisition programme in all the six (6) IDPs Centres in Adamawa State. The sample size of the study is 300 respondents sampled using proportionate random sampling technique from the 1471 IDPs skill acquisition graduates from the six (6) centers. The instrument used for data collection was a structured questionnaire. The instrument was developed by the researcher and tagged Training Skills for Promoting Self-reliance (TSPSR). It consists of 40 items that solicit the opinion of respondents on tailoring, hairdressing, soap making and knitting skills. It is made up of two sections, A and B. The data collected through the use of TSPSR were subjected to analysis. Mean and standard deviation was used to answer research questions while chi-square was used to test the null hypotheses at a 0.05 level of significance.

The findings of the study showed that:

1. There is a positive influence of IDPs tailoring skills on the self-reliance of internally displaced persons. ($p=0.00<0.05$)
2. There is a positive influence of IDPs hairdressing skills on the self-reliance of internally displaced persons. ($p=0.00<0.05$)
3. soap making skills acquired by IDPs havea positive influence on the self-reliance of internally displaced persons. ($p=0.00<0.05$)
4. There is a positive influence of IDPs knitting skills on the self-reliance of internally displaced persons. ($p=0.00<0.05$)
5. There isa positiveinfluence of IDPs shoemaking skills on the self-reliance of internally displaced persons. ($p=0.00<0.05$)

5.2 Conclusion

The study concluded that this skill has enabled the IDPs to generate incomes to solve domestic problems, Payment of children's school fees is never a burden to them again. Also, the IDPs can feed their children with 3 square meals every day from what I get from work, they could purchase house hold utensils easily due to the income generated from soap making and also pay rent as when due from what they generate from work.

5.4 Contributions to Knowledge

From the result of the study, it was established that:

1. The acquisition of tailoring skills by the IDPs increases self-reliance among internally displaced persons.($p=0.00<0.05$)
2. The acquisition of hairdressing skills by the IDPs increases self-reliance among internally displaced persons.($p=0.00<0.05$)
3. Soap making skills acquired by IDPs increase the self-reliance of internally displaced persons.($p=0.00<0.05$)
4. Knitting skills acquired by IDPs increase the self-reliance of internally displaced persons.($p=0.00<0.05$)
5. Shoe making skills acquired by IDPs increase the self-reliance of internally displaced persons.($p=0.00<0.05$)

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. The IDP officials should make provision for the enrollment of more IDPs who are unskilled and have interest in tailoring skills to enable them become self-reliant before and after they leave the IDP camps
2. Government, NGOs should provide more trainers and facilities to train more IDPs in hair making for them to provide for themselves and their families.
3. Government and NGOs should make provision for raw materials for soap making to the IDPs who are yet to learn any skill. This will encourage them participate in learning how to make soap and for them to produce, sell and make a living for themselves.
4. Government and NGOs should encourage intensive awareness and provision of training facilities and materials for the IDPs in knitting skills. This will provide proper knowledge in vocational skills that will make them self-reliant
5. More IDPs who are unskilled should be encouraged by the NGOs and IDP officials to be trained not just in shoe making alone, they should also be trained in the aspect of tanning leather, producing belts and bags. This will bring in more youths at the camp to participate in acquiring vocational skills.

5.5 Suggestions for Further Studies

The study specifically dwelt on the influence of vocational training skill in promoting self-reliance among internally displaced persons in Adamawa State, Nigeria. To expand the scope of this study, the following suggestions were made for further studies:

1. A similar study should be conducted in other states such as Taraba, Yobe and Borno. on the influence of vocational training skill in promoting self-reliance among Internally Displaced Persons in Borno state. Nigeria
2. The influence of Information and communication technology skills in ameliorating the hardship of self-reliance among IDPs in Yobe state Nigeria.

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APPENDIX I



DEPARTMENT OF HOME ECONOMICS

AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Vice Chancellor: PROFESSOR IBRAHIM GARBA B.Sc. (Hons) Geology, M.Sc. (Mineral Exploration) ABU, Ph.D Geology (London), D.L.C., FNMOS
Head Of Department: Dr. Mariam Ahmad Abubakar NCE, B.Ed, M.Ed, Ph.D (ABU).
Telephone: 08035896882

TO WHOM IT MAY CONCERN

Dear Sir,

4th July 2019


Letter of Introduction

I certify that MARTHA YADUMA with registration number (P16EDVE8049) is a M.Sc. student of Department of Home Economics, Faculty of Education, Ahmadu Bello University Zaria.

She is undertaking a research on: ASSESSMENT OF THE INFULENCE OF VOCATIONAL TRAINING SKILLS IN PROMOTING SELF-RELIANCE AMONG INTERNALLY DISPLACED PERSONS IN ADAMAWA STATE.

Please, kindly permit her have access to data relevant to this case.

Thank you.


Mrs. R.C. Nwaebi
For: Head of Department

HEAD
Dept. of Home Economics
Faculty of Education
A. B. U., Zaria.

APPENDIX II

Home Economics Department,
Faculty of Education,
Ahmadu Bello University, Zaria

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a student of the above mentioned school conducting a research on Assessment of the influence of vocational training skills in promoting self –Reliance among Internally Displaced Persons in Adamawa State of Nigeria.

Your contribution and honest response will be a valuable contribution to the findings and result of this research work. All information provided will be treated as confidential and will be use for academic purpose only.

Thanks for your cooperation.

Yours Faithfully,

Martha Yaduma

APPENDIX III

QUESTIONNAIRE ON ASSESSMENT OF THE INFLUENCE OF INTERNALLY DISPLACED PERSONS' TRAINING SKILLS IN PROMOTING SELF-RELIANCE AMONG IDPs IN ADAMAWA STATE

SECTION A

Bio-Data

Please tick or fill in the response appropriate to you.

- a. Gender : Male () Female ()
- b. Age: 10 -20 () 20-25() 26-30() 30 -35 () 36 and above ()
- c. Types of training skill acquired ;

Tailoring () Hairdressing() soapmaking() Knitting()

Shoemaking()

- d. Location of Camp;

NYSC () Nyako Housing Estate () Malkohi () COCIN Church ()Federal
Polytechnic()Damare ()

SECTION B

<i>RQ1: What is the influence of IDPs tailoring skills on the self-reliance of internally displaced persons?</i>						
SN	Item	SA	A	UD	D	S D
1	I independently decide my affairs as a result of tailoring skills acquired in the camp					
2	My tailoring skills enable me to generate incomes to solve my problems					
3	Payment of children's school fees is never a burden because of the tailoring skills acquired in the camp					
4	I can feed my children with 3 square meals everyday from what I get in tailoring work					
5	I also pay rent as when due from what I generate from tailoring work					
6	My children's medication is also taken care of because of the money I get from the tailoring work					
7	I also provide clothes and other body wears for my children from the money I get in tailoring					
8	Purchase of house utensils becomes easy due to the income generated from tailoring work					

RQ2: What is the influence of IDPs hairdressing skills on the self-reliance of internally displaced persons?

9	I don't wait for somebody to decide my affairs as a result of hairdressing skills work I do					
10	My hairdressing skills enable me to generate incomes to solve my problems					
11	Payment of children's school fees is never a burden because of the hairdressing skills acquired in the camp					
12	I can feed my children with 3 square meals everyday from what I get in hairdressing work					
13	I also pay rent as when due from what I generate from hairdressing work					
14	My children's medication is also taken care of because of the money I get from the hairdressing work					
15	I also provide clothes and other body wears for my children from the money I get in hairdressing					
16	Purchase of house utensils becomes easy due to the income generated from hairdressing work					

<i>RQ3: What is the influence of IDPs soap making skills on the self-reliance of internally displaced persons?</i>						
17	I independently decide my affairs as a result of soaps I sell acquired in the camp					
18	My soap making skills enable me to generate incomes to solve my problems					
19	Payment of children's school fees is never a burden because of the soap making skills acquired in the camp					
20	I can feed my children with 3 square meals every day from what I get in soap making work					
21	I also pay rent as when due from what I generate from soap making work					
22	My children's medication is also taken care of because of the money I get from the soap making work					
23	I also provide clothes and other body wears for my children from the money I get in soap making					
24	Purchase of house utensils becomes easy due to the income generated from soap making work					

RQ4: What is the influence of IDPs knitting skills on the self-reliance of internally displaced persons?

25	The knitting skill I acquired make me take decision independently concerning my affairs					
26	My knitting skills enable me to generate incomes to solve my problems					
27	Payment of children’s school fees is never a burden because of the knitting skills acquired in the camp					
28	I can feed my children 3 square meals every day from what I get in knitting work					
29	I also pay rent as when due from what I generate from knitting work					
30	My children’s medication is also taken care of because of the money I get from the knitting work					
31	I also provide clothes and other body wears for my children from the money I get from knitting					
32	Purchase of house utensils becomes easy due to the income generated from knitting work					

RQ5: What is the influence of IDPs shoemaking skills on the self-reliance of internally displaced persons?

33	I independently decide my affairs as a result of shoemaking skills acquired in the camp					
34	My shoemaking skills enable me to generate incomes to solve my problems					
35	Payment of children's school fees is never a burden because of the shoemaking skills acquired in the camp					
36	I can feed my children with 3 square meals every day from what I get in shoemaking work					
37	I also pay rent as when due from what I generate from shoemaking work					
38	My children's medication is also taken care of because of the money I get from the shoemaking work					
39	I also provide clothes and other body wears for my children from the money I get in shoemaking					
40	Purchase of house utensils becomes easy due to the income generated from shoemaking work					

APPENDIX IV

Reliability of the Instrument

Scale: IDPs Questionnaire

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.869	.869	40

Item Statistics

	Mean	Std. Deviation	N
ITEM1	3.0667	1.50707	30
ITEM2	2.2000	1.29721	30
ITEM3	3.0667	1.36289	30
ITEM4	3.0000	1.48556	30
ITEM5	3.6000	1.16264	30
ITEM6	3.1333	1.43198	30
ITEM7	3.4000	1.32873	30
ITEM8	2.7000	1.66402	30
ITEM9	2.2000	1.58441	30
ITEM10	2.8333	1.74363	30
ITEM11	2.7333	1.87420	30
ITEM12	3.5000	1.19626	30
ITEM13	3.2333	1.45468	30
ITEM14	3.2000	1.32353	30
ITEM15	3.9000	1.49366	30

ITEM1 6	3.3000	1.34293	30
ITEM1 7	4.0333	1.44993	30
ITEM1 8	3.9333	1.48401	30
ITEM1 9	3.3000	1.68462	30
ITEM2 0	2.9667	1.58622	30
ITEM2 1	3.4667	1.30604	30
ITEM2 2	3.4000	1.22051	30
ITEM2 3	3.6333	1.58622	30
ITEM2 4	3.4333	1.50134	30
ITEM2 5	3.0333	1.49674	30
ITEM2 6	2.4667	1.38298	30
ITEM2 7	3.0667	1.36289	30
ITEM2 8	3.0000	1.48556	30
ITEM2 9	3.6000	1.16264	30
ITEM3 0	3.1333	1.43198	30
ITEM3 1	3.4000	1.32873	30
ITEM3 2	2.7000	1.66402	30
ITEM3 3	2.2000	1.58441	30
ITEM3 4	2.8333	1.74363	30
ITEM3 5	2.7333	1.87420	30
ITEM3 6	3.5000	1.19626	30
ITEM3 7	4.0667	1.38796	30

ITEM3 8	3.2000	1.32353	30
ITEM3 9	3.9000	1.49366	30
ITEM4 0	3.3000	1.34293	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ITEM1	124.3000	2809.872	.983	.	.869
ITEM2	125.1667	2843.040	.900	.	.869
ITEM3	124.3000	2829.183	.953	.	.869
ITEM4	124.3667	2813.137	.976	.	.869
ITEM5	123.7667	2850.461	.946	.	.869
ITEM6	124.2333	2819.082	.974	.	.869
ITEM7	123.9667	2829.689	.974	.	.869
ITEM8	124.6667	2800.299	.943	.	.869
ITEM9	125.1667	2826.902	.830	.	.869
ITEM1 0	124.5333	2792.947	.940	.	.869
ITEM1 1	124.6333	2788.999	.893	.	.869
ITEM1 2	123.8667	2849.430	.927	.	.869
ITEM1 3	124.1333	2817.154	.971	.	.869
ITEM1 4	124.1667	2839.523	.907	.	.869
ITEM1 5	123.4667	2822.257	.912	.	.869
ITEM1 6	124.0667	2834.340	.931	.	.869
ITEM1 7	123.3333	2832.023	.875	.	.869
ITEM1 8	123.4333	2824.530	.903	.	.869
ITEM1 9	124.0667	2794.340	.966	.	.869
ITEM2 0	124.4000	2805.283	.961	.	.869

ITEM2 1	123.9000	2836.714	.940	.	.869
ITEM2 2	123.9667	2846.999	.927	.	.869
ITEM2 3	123.7333	2806.547	.953	.	.869
ITEM2 4	123.9333	2813.582	.963	.	.869
ITEM2 5	124.3333	2814.575	.960	.	.869
ITEM2 6	124.9000	2841.334	.854	.	.869
ITEM2 7	124.3000	2829.183	.953	.	.869
ITEM2 8	124.3667	2813.137	.976	.	.869
ITEM2 9	123.7667	2850.461	.946	.	.869
ITEM3 0	124.2333	2819.082	.974	.	.869
ITEM3 1	123.9667	2829.689	.974	.	.869
ITEM3 2	124.6667	2800.299	.943	.	.869
ITEM3 3	125.1667	2826.902	.830	.	.869
ITEM3 4	124.5333	2792.947	.940	.	.869
ITEM3 5	124.6333	2788.999	.893	.	.869
ITEM3 6	123.8667	2849.430	.927	.	.869
ITEM3 7	123.3000	2837.666	.877	.	.869
ITEM3 8	124.1667	2839.523	.907	.	.869
ITEM3 9	123.4667	2822.257	.912	.	.869
ITEM4 0	124.0667	2834.340	.931	.	.869