

The Moderating Effect of Youth Empowerment Programmes Between Institutional Reputation and Skills Acquisition in Kano State, Nigeria

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ABSTRACT

The capability of a country to accomplish a sustainable development is basically depend on the skills of its youthful segment, as well as its institutions. Thus, the objective of this paper is to examine the relationship of institutional reputation and skills acquisition moderated by youth empowerment program. A structured questionnaire was developed and distributed the respondents who were the beneficiaries of the programs drawn from the seven Skill Acquisition Institutes in the Kano State, Nigeria. 318 usable questionnaires were returned and analyzed. The study has used SPSS 20 for the assessment of the hypothesized model. The multiple and hierarchical regression analysis were employed for data analysis. The results discovered that there was a positive and significant relationship between institutional reputation and skills acquisition, and further study inferred that the effect of youth empowerment has positively but insignificantly influence institutional reputation towards skills acquisition. Other findings include the need to maintain a high degree of cooperation between institutions and industry in a country with high segments of youth facing major difficulties in searching adequate employments. The findings of the study are of a great value to both theory and practice and have vital implications for academicians, practitioners and policy makers.

Keywords: institutional reputation, skills acquisition, youth empowerment programme

INTRODUCTION

The main goal of human-resource-management is to create more globally competitive, knowledge-based industries by enhancing the youths with workforce skills, for the benefit of individual(s) and the society (Odia & Odia, 2013; Nkechi, Ikechukwu & Okwchukwu 2012; Isike & Ovekaemo, 2008). This is the most outstanding rationale for the development and spreading out of skills acquisition programs in Nigeria for the survival of the youths through self-reliance programmes (Idris & Mbudai, 2017). These highlights the need for a comprehensive strategy for the training of Kano State youth to convey and enhance job-related skills especially in this period of high rate of unemployment among the youths (Odia & Odia, 2013; Pitan & Adedeji, 2012). Failure to create sufficient skills for a viable job could result in severe

economic and social problem if government do not have good policies to cater for its youth development (International Monetary Fund, IMF, 2015; International Labour Organization, ILO, 2002). The importance of skills acquisition in youth development in Nigeria is widely acknowledged. Researchers and Policy makers thrive on learning details about youth empowerment and development particularly interested in building the skills of the youth is now global. Rich and poor nations alike are confronting various dimensions of youth empowerment and development. However, this problem is seen as more pronounced in the developing and less developed world like Nigeria where unemployment rates are high among the youth, leading to various forms of restiveness and state instability. Accordingly, Magbagbeola (2004) posited that skills acquisition necessitates to build-up of different skills as a means of exposing the

youths into training that makes them productive. It involves diverse ways youth can be exposed into different jobs that may help them to absorb in sustainable paid or self-employment.

Since Nigeria is fast becoming a predominantly youthful society with high rate of unemployment, it requires training the youth in skills acquisition and development from tackling the unemployment which has reached alarming proportions (Uduak & Christiana, 2016). Many of these unemployed youths depend on their parents, friends and relatives for food, clothing and shelter. Growing youth protrusions and widespread unemployment are often associated with insecurity, urban social disturbance and political instability (Frederiksen 2010; Urdal & Hoelscher 2009). These and many more label the youths as a basis of society's problems rather than its propensities (Olaleye, 2010). The skill acquisition has been identified as a remedy for the high youth unemployment, by creating avenues for jobs and wealth creation while inculcating self-sufficiency and self-reliance (Amadi, 2012; Isaac, 2011). However, a preferable option is to make skills acquisition into academic training and more labour market-oriented. Majority of Nigerian society has emphasized too much on certificate emanates from a reputable institution rather than the knowledge and skills which would make them self-reliance. There is renewed interest in learning of skills acquisition in more prestigious institutions like University, but such has been quite slow. This study has the advantages of linking school-based and work-based programs for improving youth skills acquisition training outcomes. In this context, the main issue of this study was to examine the relationship between institutional reputation and skills, and also identify youth empowerment programs as a moderator through which an effective engagement of youths with an appropriate knowledge, attitudes, habits of thought and qualities of character for unemployment reduction and prevent crime among the youth. Studies on the subject of institutional reputation in the context of youth skills acquisition in Kano State Nigeria are limited, and none that has examine such contributions by Community Re orientation Council (CRC) in the state.

The study exists to fill such gap in the literature. Hence, the importance to this study is the attempt to establish and analyse the relationship between institutional reputations and skills acquisition. Given that major differences in the

institutional setup in different parts of the world, both challenges and capacities to act vary across countries depending on the economic, institutional and societal context. The capacity of a nation to pursue a sustainable development goals, is solely dependent on the skills of its people, its institutions as well as geographical conditions (Bunting, Hunt, Walker, & de Roode 2002). Therefore, this study calls for the sufficient support and interest from governments, to establish a regional or sectoral training clusters in the University for the youth become important skills development canters for them. As such recommendations for managerial application in youth development, and areas for future scholarly suggestions are made.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

This study provides a brief literature review of each construct and their relationship as well as the development of a hypothetical basis of the study research framework. The institutional reputation and image are very similar concepts (Mehmet, 2017). In this study, institutional image and institutional reputation can be used interchangeably.

INSTITUTIONAL REPUTATION

Institutional reputation/ image is defined as a set of perception of youth about the institutions in various aspects of human skills development such as attracting new students, recruiting faculty and attracting public funding support. It is mainly a multi phases' image that includes academic, social and that of political (Gioia & Thomas, 2016; Kheiry et al., 2012; Pampaloni, 2010; Rao, 1994). It is becoming increasingly necessary to establish the relevance of institutions for society in order to ensure their continuity. For institutions of higher education, reputation is important because it helps generate a positive view of the organization, which defines if potential youth members are attracted enough to want to become connected (Pampaloni, 2010:21). This further emphasized the point that institutional image has an impact on youth decision to advanced their studies, or participate in any skills training program that will empower them with a certificate that will inspire their confidence and highly motivate them for further self-development. Previous research of institutional image has barely looked out to the examining relationship of institutional image and youth intention to further

their education after completion of their skills acquisition training.

Furthermore, Nguyen and LeBlanc (2001) observed that regardless of a general understanding about the influence of institutional reputation on youth behaviour in skills acquisition yet, suffer an empirical evidence. Additionally, Wilkins and Huisman (2013) stressed that there was shortage of research on the influence of institutional image on students' choice. The importance of reputation for universities as a higher skills institutions and a strategic intangible asset has also risen in the last two decades (Telci and Kantur, 2014). Consequently, institutional reputation is an interesting topic to study but it is also an opportune way to study its influence on youth skill acquisition. Studies on the subject of institutional reputation in the context of youth skills acquisition in Nigeria are limited.

SKILLS ACQUISITION

Skills acquisition is the ability to learn skills, which can be intellectual such as learning to listen, speak, read and can also be learning to build or make something through training or experience (Ikegwu et al, 2014). Youth skills acquisition is essentially about the empowerment and development of the youthful sector of society for socially desirable ends. It is an activity which involves the recognition, inspection and exploitation of opportunities to bring into existence new good and services. It is a development of new skill and practice in a different ways of organizing, markets, process, efforts that previously had not existed (Peter, 2015; Refaat, 2009). However, Omoruyi and Osunde (2011) conceptualized skills acquisition as the ability to do something well, usually acquired through training or experience that brings improvement in any field of life and promotes, self-employment, diverse job opportunities, effective function and crime reduction In definitional terms, skills acquisition refers to the ability to acquire practical talents for self-improvement. These definitions of the term are consistent with those offered by (Ashe-Mund, 2016; Ikegwu et al, 2014, Ekong and Ekong (2016), Pitan, 2015), Idoko; 2014; Ogundele, Akingbade & Akinlabi, 2012; Ojje, 2008). It can be stated that skill acquisition requires a holistic approach in the realization of creative ideas, and help in the transformation of knowledge and skills into creative venture. Furthermore, Bluka and Rubana (2002) demanded that the acquisition of

skills allows not only a successful functioning in the society, but also creates the sense of security and confidence, with an active institution promotes spiritual well-being. Uchendu (2015) asserts that skills can be divided into two namely: domain general skills and domain-specific skills, while, Cowan (2012), explicated that the province of work which some are general skills, would include time management teamwork and leadership, self-motivation and others while domain-specific skills would be useful only for a certain job. Conclusively, skill acquisition is the ability to be trained on a particular task or function, in these spheres: ways of thinking, ways of working, tools for working and living in the world (Binkley, Erstad, Herman, Raizan, Ripley, & Rumble, 2010). Ogundele (2010) accentuates the need for the necessary provision to equip the youth with the skills that will make him/her self-reliant and enterprising.

YOUTH EMPOWERMENT

Youth empowerment program is a scheme designed to equip the youth with the required orientation to work for themselves and play a role in which they can shape their lives under existing and future conditions (Spreitzer, 1995). Youth empowerment as a vital stage in life for providing youth with the skills, building the human capital that allows youth to be employable and live a better life (Ogundele & Akingbade, 2012). Youth empowerment represents an important theme for research and practice (Berg, Coman, & Schensul, 2009; Franzen, Morrel-Samuels, Reischl, & Zimmerman, 2009; Russell, Muraco, Subramaniam, & Laub, 2009; Walker, Thorne, Powers, & Gaonkar, 2010; Watts & Flanagan, 2007). Alsop & Heinsohn (2005) and Garba (2010) have operationalized youth empowerment as the programs geared towards skills acquisition, human development, self-reliance, self-employment and poverty reduction. However, Chinedu and Oladiran, (2015) conceptualised youth empowerment program in terms of skill, economic, finance, social, moral and psychological development means through which the youths are assisted by the state to be self-employed and successful in life. It is becoming indispensable to establish the relevance of institutions for youth development. Institutions with good reputation are those that possess the highest quality of youth trainees, and do the most effective job in youth empowerment and skills acquisition,

thereby meeting the needs of their constituents hence. This demand for the need to empower the Nigerian youth to avoid unforeseen dangers (Segun, 2010), where empowerment was found to be unsuccessful, and therefore reduced the enthusiasm of the youth for involvement in skills empowerment programmes (Anayochukwu, 2014). Thus, youth empowerment program was measured fundamentally, to serve as a tool for the promotion of youth positive development and social institutional bonding, and at the same time, a training ground for participation of the youth in the socio-economic and public affairs of their communities and society at large.

INSTITUTIONAL REPUTATION AND SKILLS ACQUISITION

The institutional reputation of a higher education is based specifically on its perceived quality, and this quality is determined by its global reputation, physical facilities, various aspects of skills acquisition activities, academic programmes, courses and academic staff (Simpson & Tan, 2009; Srikatanyoo & Gnoth, 2002; Soutar & Turner, 2002). Institutional factors are found to be predictors of skills acquisition and development goals (Kazoleas, Kim, and Moffitt, 2001; Fallon, 1997; Bok, 1992). Furthermore, Nguyen and LeBlanc (2001) revealed that institutional images are basically related to human and institutional values blended to form a conspicuous symbol for identity and patronize (Herbig & Milewicz, 1993). Similarly, Pampaloni (2010) emphasizes that institutional image have impact on youths decision to advanced their studies or attract attentions to participate in any vocational training provided by the University empowered with a certificate to inspire their confidence is highly motivating in youths to impose actions. This advanced from the non-formal preparation programme to a reputable institution for a sophisticated formal training in skills acquisition (Arowolo, 2010). Universities compete for getting the maximum number of applicants but also exclusively receiving the suitable applicants (Hemsley-Brown & Oplatka, 2006; Melewar & Akel, 2005). Performance based on strong images of the institutions which want to be appreciated and needed by society and to meet the society's expectations provides positive outcomes.

Institutional Image is a treasured forte for universities as it can impact decisions that ensure its

future, like whom will apply to the institution (Landrum et al., 1999). Nonetheless, institutional reputation is a lengthy process that cannot be improved by sudden achievements, or ruined by neglecting the needs and expectations of the various groups who interact with the organization but with a continuous actions and process in human capacity building (Williams, 2001). The "sweet spot" for institutional approach is found in the edge between youth needs and institutional strengths, where it is different from competing institutions' states. In a relevant studies by Arogundade (2011 and Garba (2010) recognized a pathetic research attention on the influence of institutional factors on youth skills acquisition within the context of Nigerian states including Kano, meaning that institutional factors be incorporated in research frame work. Consequently, this study posits:

H1: institutional reputation has a positive effect on skills acquisition.

YOUTH EMPOWERMENT AND SKILLS ACQUISITION

Youth empowerment play a role in skill acquisition, as it helps in development of youth potentials and ethical values that enable them to contribute effectively to national development and enhances moral values among the youth in line with the natural aspirations of developing a caring and discipline society (UNDP, 2012). Youth empowerment has become imperative because Nigeria's future prosperity depends on the empowerment and development of youths who are well equipped with basic skills to play their roles in tomorrow's global society (Okeke & Emenalo, 2010). Thus, Alhasan and Tyabo (2013) suggest that the youths need to gain appropriate skills, independence and freedom of choice about their lives. Chinedu and Oladiran (2015) considered youth empowerment program in terms of skill, economic, finance, social, moral and psychological development. A vital stage in life for building the human capital that provide them with the skills and knowledge to be employable (Ogundele & Akingbade, 2012). Yet, the truth is that they did not have a significant, lasting and sustainable positive effect (Nkechi, Ikechukwu, & Okechukwu, 2012). Some evidence of the linkage between youth empowerment and entrepreneurial skills acquisition found in Chinedu & Oladiran, 2015; Nwankwo, Obeta & Nwaogbe, 2013; Morton & Montgomery,

2013; Garba, 2010; Zimmermann, 2000; Jennings, Parra-Medina, Hilfinger-Messias, and McLoughlin, 2006; Altman & Feighery, 2004; Alsop & Heinsohn, 2005). Alsop & Heinsohn (2005) and Garba (2010) forwarded that youth empowerment programs are geared towards skills acquisition, human development, self-reliance, self-employment and poverty reduction. Consequently, youth empowerment programs aspire to develop critical psychosocial assets among participating youths, in skills-building, with supportive relationships, associated with meaningful youth participation for (empowerment) are hypothesized to impact strength-based competencies and behaviours (employability skills) among youth participants (Morton & Montgomery, 2010). However, Okpeh (2005) stated fervently that, if youths are not empowered and given responsibilities in the society certainly, they are allowed to drift, joblessness ill-disciplined and morally ruined. They are likely to constitute a threat to national survival and stability (Wong et al., 2010). The promise of empowerment or its prospects has moderating implications for youth involvement in government and policy makers alike run skills acquisition programs.

Drawing the suggestion by Fabian, Ike, Maria Rodríguez-Sánchez (2014) on principles of youth empowerment by Perkins and Zimmerman (1995), youth empowerment was proposed as a moderator therefore, In view of the aforesaid argument, hypotheses are developed as follows:

H2: youth empowerment has a positive effect on skills acquisition.

INSTITUTIONAL REPUTATION, SKILLS ACQUISITION AND YOUTH EMPOWERMENT

The argument that skills acquisition could be shaped by the institutional factor, institutional factor as an important predictor of skills acquisition has become a subject of research, attracting considerable attention over the past few decades (Wright, 1992). The argument is based on institutional theory, which emphasizes that once an institutional system was established, it entangles its own patterns of values and norms, specifically within a particular arena of human endeavour (Dimaggio & Powell, 1983; Meyer & Rowan, 1977). The rapport between institutional factors and skills acquisition was that most of the youth initiatives aimed at poverty reduction like skills acquisition involved processes

of institutional and organizational development. However, the observation is that opportunities through higher education as a tool to empower youths with entrepreneurship skills as an equal opportunities, for employment creation (William & Godfrey, 2015). The connection between youth empowerment, institutional factors with Skills acquisition, have emphasized that youth empowerment is not only a right to be protected, but a modality for cultivating youths' skills developmental outcomes and strengthening institutions and communities by way of young people's contributions (Chinedu & Oladiran, 2015; Nwankwo, Obeta & Nwaogbe, 2013; Morton & Montgomery, 2013; Garba, 2010; Zimmermann, 2000; Jennings, Parra-Medina, Hilfinger-Messias, and McLoughlin, 2006; Altman & Feighery, 2004; Alsop & Heinsohn, 2005). In Nigeria, Institutional images inculcate youth's confidence, inspire competence and stimulate their action in youth development processes.

An institutional brand, in this fuller sense, is an organizing principle that attracts and guides faculty, students, and supporters; that positions the institution among its competitors; and that reflects the unique and distinctive value the school brings to its constituents. All of which are mainly a multi-phases' image related concerns, that includes academic, social and political reputation (Gioia & Thomas, 2016). Several researches have been done on the relation between institutional factors and skills acquisition and the findings showed the positive relationship between institutional factors and skills development (Bell, Rasheed & Bedona, 2016; Levy & Kpundeh, 2004).

Also, the research conducted by Jancey and Burns (2013) examined the relevance of university as an institution for skills acquisition with regards to reputable degree, engaging skilled teachers and supportive enrolment process. This will consequently enhance the youth's lifelong learning skills and support retention and progression rates. Hence, skills and knowledge are derived largely from the formal school system, which pass on its values to youth. These youth/students may be in the public, private, or voluntary institution school system, as all these bodies run their own schools in the country. The continuous action to maintain reputation is itself a way of treating reputation as an instrument, while at the same time upholding its symbolic value to attract continuous patronage of the youth. When youth find themselves in a web of

organizational and institutional influence, skills acquisition through empowerment programs help them to achieve developmental goals in the 21st century. Hence, this study uses youth empowerment to moderate the relationship between institutional

factors and skills acquisition. Therefore, this study advances:

H3: youth empowerment moderates the relationship between institutional reputation and skills acquisition.

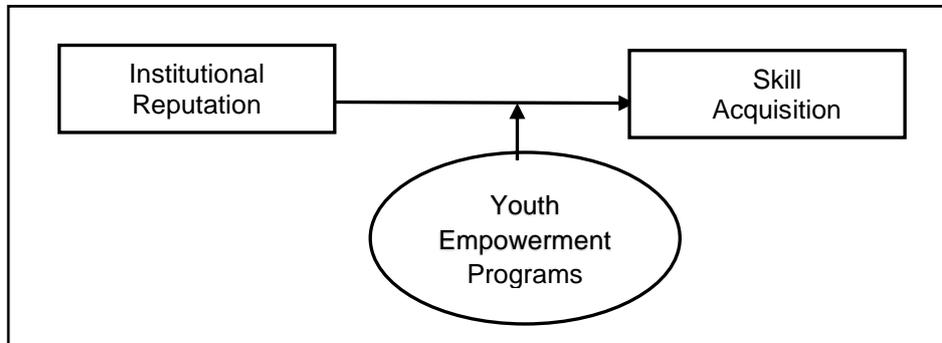


Figure 1. Research framework.

METHODOLOGY

Research Design

A quantitative, non-experimental study was conducted to assess the relationships between institutional reputation, youth empowerment and skills acquisition. The theoretical propositions informed the development of the hypothesized model and research hypotheses.

Measurements

In this study, the 14-item scale include quality education, quality faculty, responsible membership of community, reliability, and cultural experience was adapted from Telci and Kantur (2014) to measure of institutional reputation. The scale skills acquisition was measured by 10 items and adapted from Ikegwu et al (2014). Youth empowerment program constructs were measured through youth empowerment, measured by twelve items adopted from Spreitzer (1995). Each adapted item was assessed on a seven-point scale ranging from one (strongly disagree) to seven (strongly agree).

Participants

The study population is focused on youth in Nigerian context, youth constitute all young males and females aged 18- 35 which are citizens of the Federal Republic of Nigeria (National Youth Policy of Nigeria, 2001:4). The total population of the present study was 16,312 youth. The sample size was 377 as proposed by Krejcie and Morgan (1970). Hence, a self-administered survey questionnaire was distributed to 400 graduated youth as to achieve the target sample size; out of which 318 usable questionnaires were received which represents a response rate of 79.5%. Due to self-administration method and repetitive follow-ups by the researchers, there were no missing values in the data collected. Nevertheless, researchers have adopted simple random sampling technique as it has fascinated relatively a lot of responsiveness over the years. Further, it is an exceptionally convenient sampling technique for attaining access to the respondents who are extremely tough to find under common circumstances (Bhattacharjee, 2012; Bryman and Bell, 2011).

Table 1: *Demographic Analysis of the Respondents' Profile (n = 318)*

Demographic Variable	Categories	Frequencies	Percentages
Gender	Male	185	58.2
	Female	133	41.8
Age	18-22 years	54	17
	23- 27 years	90	28.3
	28 -32 years	96	30.2
	33 -35 years	78	24.5
Marital Status	Single	145	45.6
	Married	138	43.4
	Divorced	24	7.5
	Widowed	11	3.5
Education	SSCE	105	33.0
	Certificate or Technical Vocation	59	18.6
	National Certificate of Education/Diploma	112	35.2
	Degrees	38	11.9
	Quranic science	4	1.3
Youth Training Program	Agriculture	130	40.9
	Hospitality/ Tourism	14	4.4
	Corporate Security	99	31.1
	ICT	25	7.9
	Farm Mechanization/Implements	49	15.4
	Others	1	0.3
Department/Division/ Organization of employment	Agriculture	124	39
	Hospitality& Tourism	15	4.7
	Corporate Security	89	28.1
	ICT	23	7.2
	Accounting and Finance	25	7.8
	Admin and planning	42	13.2
Types of employment	Permanent	225	70.8
	Temporary	62	19.5
	Self-employed	31	9.7
Length of Service in Current Organization	1- 6 Months	30	9.4
	7- 12 Months	30	9.4
	13-18 Months	25	8.2
	19-24 Months	233	73.0
The ownership of the organization	Public Sector	140	43.9
	Private Sector	125	39.2
	Nongovernmental Sector	31	9.7
	Self employed	22	6.9
Size of Organization	Small	120	37.7
	Medium	63	19.8
	Large	135	42.5
Number of Employee in the Organization	Less than 100	87	27.4
	101-500	77	24.2

		501-1000	43	13.5
		More than 1000	111	34.9
Youth Occupation / Business of placement organization	/	Educational related	14	4.4
		Agricultural related	158	49.1
		Tourism/ Hospitality related	21	6.6
		Security related	100	31.4
		Computer related	21	6.6
		Ware house	4	1.3
Parent/ Guardian Educational Background	Guardian	Senior Secondary Certificate Education (SSCE)	100	31.4
		National Certificate in Education/ Diploma	64	20.1
		Degree and above	73	23.0
		Certificate Technical Vocation	81	25.5
Parent/ Guardian Occupation	Guardian	Employed	103	32.4
		Self employed	134	42.1
		Unemployed	36	11.3
		Retiree	45	14.2
Parent /Guardian Income		N0 to N18, 000	66	20.8
		N18 to N36,000	94	29.6
		N36 and above	158	49.7

Table 2: Model Summary^d

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.479 ^a	.229	.227	.51882	.229	93.162	1	313	.000	
2	.518 ^b	.268	.263	.50644	.039	16.478	1	312	.000	
3	.548 ^c	.301	.294	.49585	.033	14.473	1	11	.000	1.629

a. Predictors: (Constant), IR; b. Predictors: (Constant), IR, YE; c. Predictors: (Constant), IR, YE, IR_YE

d. Dependent Variable: Skill_AC

Table 3: ANOVAd

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.076	1	25.076	93.162	.000 ^a
	Residual	84.250	313	.269		
	Total	109.327	314			
2	Regression	29.303	2	14.651	57.124	.000 ^b
	Residual	80.024	312	.256		
	Total	109.327	314			
3	Regression	32.861	3	10.954	44.551	.000 ^c
	Residual	76.465	311	.246		
	Total	109.327	314			

a. Predictors: (Constant), IR; b. Predictors: (Constant), IR, YE; c. Predictors: (Constant), IR, YE, IR_YE

d. Dependent Variable: Skill_AC

RESULTS AND DISCUSSION

Table 1 shows that male's gender had the response rate of 8.0 percent and 42 percent of that of females. This is an indication that the initiative was fairly cut across both genders and were spontaneously participated in the empowerment program. In regard to the age of the respondents ranges from 18- 22 (17.2 percent), 23-27 (28.2 percent), 28-32 (30.1 percent), 33 to 35 (24.5 percent). The marital status of the respondents. The 146 (45.8 percent) of the total respondents are single. This pointed out that the single respondents have had the highest number of participation. Those with single status are 145 (45.8 percent), to start up their lives of a responsible men. Concerning the educational achievement, Majority of the respondents had the National certificate in education (NCE/Diploma) holders, have even outnumbered the secondary school certificates holders. Those with Quranic science have covered 4 (1.3 percent) has low. This is in line with Nigerian constitution 1999 every Nigerian child is entitled to development and empowerment.

In consideration of the training program those respondents under agriculture 130 responses at (40.8 percent). This result pinpointed out that those in agriculture had have the highest number because the agriculture training encompassed different phases of agriculture such as the lives stock, poultry and fisheries training have had 130 responses at (40.8 percent). Farm mechanization have had the responses of 49 (15.4 percent). Kano State is an agricultural based region and major producer of food and animals' suppliers throughout the country and Nigeria as a whole. Most of the beneficiaries were engaged/working under agricultural division. Though, the initiative is a training ground for an employment opportunity once the skills is acquired it stands the chance for employment.

As regard to the type of employment each and every respondents were engaged on the basis of permanent, temporary or self-employed. 225 out of total respondents were able to be secured permanent appointment at (70.5 percent). 63 of the respondents have secured a temporary appointment at (19.7 percent) while, 31 are those that were on self-employed. Even though, the majority of 225 of the respondents at (70.5 percent) successfully held a permanent type of appointment and 63 respondents of (19.7 percent) were on temporary type. The rest of 31 (9.7 percent) have decided to be on their own

not to be under anybody. This suggests that the respondents were all engaged in businesses after benefitted from skills acquisition and empowerment program. The respondents were empowered and have had their career at different phases of work life. However, the youth occupation/business of placement catered for the relevance of the skills acquired by the respondents these have portrayed the positioning of the respondents occupational/business placement in relation to their respective skills they possessed. Majority of the respondents were placed on an agricultural related organization of 158 (49.5 percent) possibly because the agricultural packages have dominated the whole initiative.

The results of the multiple regression analysis of this association are shown in Table 2 which illustrates the coefficient of determination, R^2 , is 0.229, which suggests that the contribution of each variable to the model is average (Cohen, 1998). From the ANOVA Table 3, it can be seen that the regression fit is acceptable (p , 0.001). In terms of multicollinearity, the variance inflation factor (VIF) for each variable is not greater than five, hence multicollinearity is within the conventionally acceptable levels (Hair, Black, & Babin, 2010). Also, the Durbin-Watson result indicates that there is no autocorrelation in the range 1.5 – 2.5. Overall, therefore, the model fit is acceptable. The next stage therefore involves looking at the coefficient table to assess the regression estimates of the hypothesized relationships to determine if they are significant and in the expected directions. The results for above hypotheses when tested among variables including The next stage therefore involves looking at the coefficient table to assess the regression estimates of the hypothesized relationships to determine if they are significant and in the expected directions.

Tables 4 and 5 show the results for the hypotheses when tested among variables including institutional reputation, skills acquisition and youth empowerment. The analysis highlighting the relationships between institutional reputation and skills acquisition at the same time revealing that there is significant relation between youth empowerment and skills acquisition and youth empowerment shows that they are positively related but negatively significant (p , 0.001).

The negative result in this study suggest a remedy to the management to maintain a high degree of cooperation between institutions and industries. Thus, youth empowerment should not be restricted

in providing vocational skills/training through internship only as it is common. It ought to be taken as a mean to provide jobs alone to the youth but, should also drawn-out to cover political, economic, intellectual and social power involving the youth in community decision making. So that political positions are to be shared with them. This could have make the youth to have that sense of belonging to

the conventional as they participate and contribute politically to better their lot. However, the extent to which each institution accepts and fulfils the responsibilities inherent in this process is a measure of its concern for institutional factors in skills acquisition and empowerment of its commitment to strive for and achieve excellence in its activities.

Table 4: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.157	.229		18.156	.000		
	IR	.357	.037	.479	9.652	.000	1.000	1.000
2	(Constant)	3.691	.251		14.698	.000		
	IR	.265	.043	.355	6.193	.000	.715	1.399
	YE	.180	.044	.233	4.059	.000	.715	1.399
3	(Constant)	-.728	1.188		-.613	.540		
	IR	1.041	.208	1.396	4.997	.000	.029	34.704
	YE	.960	.210	1.241	4.580	.000	.031	32.619
	IR_YE	-.136	.036	-1.804	-3.804	.000	.010	99.960

Dependent Variable: Skill AC

Table 5: Hypothesis Table

Variables	B	Std. error	T.	Sig.	Decision
IR => SA	0.357	0.037	-9.652	0.000a	Accepted
YE=> SA	0.180	0.044	4.059	0.000	Accepted
IR => YE => SA	-0.136	0.070	-3.804	0.000a	Accepted

p < 0.001

Therefore, youth empowerment plays an important role in skills acquisition among youth. While the results of the study demonstrate that hypotheses H1, H2 and H3 are accurate. Fabian, Ike, Maria Rodríguez-Sánchez (2014) suggested, youth empowerment and its implications has moderating implications for youth involvement in government and policy makers alike run skills acquisition programs. Thus, the successfully empowered youth may first involve becoming "bonded" to positive institutions. The bonding development process is hypothesized to be an integral part of the youth empowerment which is initially stimulated by the opportunity for skills acquisition training participation.

The result of H3 as shown above using hierarchical regression which indicates that youth empowerment can moderate the relationship between institutional reputation and skills acquisition indirectly, as depicted in the analysis by p, 0.001, indicating that H3 is accepted. This means that the youth development stakeholders have more reasons to make the youth skills acquisition to be part of formal institutional training for more labour market-oriented, to ensure the recognition of acquired skills for employability. The need for a new national policy on youth development arises to ensure that tertiary institutions like universities become important skills development centers for the youth.

CONCLUSION AND RECOMMENDATION

The result of this study also revealed that institutional reputation has a strong effect on skills acquisition. This is because the quality of the training institutions determines the quality of youth as human resources of a country. Whatever skills obtained at the end of training in an institution/university is intended to ascertain the level of competency, institutional factors bestow stability and meaning in youth development. This finding supports H1, and the result is consistent with the findings of Kazoleas, Kim, and Moffitt (2001), Fallon (1997) and Bok (1992). For H2, the results indicate that youth empowerment program has a significant relation and is a factor that significantly affects skills acquisition. Therefore, this hypothesis is supported, and the result is consistent with the findings of Chinedu and Oladiran (2015), Nwankwo, Obeta and Nwaogbe (2013) and Alsop and Heinsohn (2005). For H3, the results indicate that institutional reputation, youth empowerment program and skills acquisition and Have a significantly affected youth. Therefore, H3 is supported, and the result is consistent with the findings of Morton and Montgomery (2013), Garba (2010), Altman and Feighery, (2004). Hence, the finding of this study also has some implications for institutions / universities to produce a qualified, skilled and globally competent workforce for the labour market of business and industry, which is a critical factor for national growth and development. However, the extent to which each institution accepts and fulfils the responsibilities inherent in this process is a measure of its concern for institutional factors in skills acquisition and empowerment of its commitment to strive for and achieve excellence in its activities. Thus, truthful policies should be formulated to enable youth pursue sustainable livelihoods. A desirable viewpoint is to make the youth skills acquisition to be part of formal institutional training for more labour market-oriented, this can lead to a standard certificates essentially to ensure the recognition of acquired skills for employability. This study calls for the need of a new national policy on youth development design to ensure that such institutions become important skills development centres for the youth with a limited institutional requirements.

LIMITATIONS AND FUTURE RESEARCH

Future studies may choose to focus on similar issues in larger scope and would therefore be well served to generate a finer-grained understanding of youth skills acquisition. Those conducting future research should also test the strength of this findings by collecting measures from multiple respondents across states and borders. Additional studies can employ mixed methods further to validate the findings and have a deeper understanding of the issues of youth development. The interviews could possibly enhance an institutional insight to complement the existing quantitative work of this study.

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