

**ASSESSMENT OF THE EFFECTIVENESS OF SKILL  
ACQUISITION CENTERS IN TRAINING YOUTHS FOR  
SELF -EMPLOYMENT IN NIGER STATE**

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**Abstract**

*This paper assessed the effectiveness of skill acquisition centers in training youths for self-employment in Niger State. The study was a survey research in which data were collected with the use of a 30-item questionnaire on a population of 158 respondents purposively sampled from National Directorate of Employment (NDE) skill acquisition centers for youths in Minna, Suleja and Bida towns. The data were analyzed using mean and standard deviation on a 4-point scale, while z-test was used to test the null hypotheses at .05 level of probability. Findings of the study revealed that a number of programmes are put in place in skill acquisition centers but faced several challenges in terms of effective implementation. The study found that the small amount of salaries paid to master trainers plus the irregularities and delay in payment reduces motivation to teach skills; poor monitoring, supervision and pedagogical competence in terms of instructional delivery of skills; poor funding and misappropriation of training funds plus disregards to the needs of the informal sector; are among the major challenges faced by skill acquisition centers in training youths for self-employment in Niger State. The study recommended standardizing programme implementation, operation and certification at skill acquisition centers and adequate funding of NDE youths training programmes at all levels of governance in Nigeria.*

**Introduction**

Unemployment is one of the macro-economic problems which every responsible government is expected to monitor and regulate. The higher the unemployment rate in an economy, the higher would be the poverty level and associated welfare challenges. Fajana (2000) described unemployment as a situation where people who are willing and capable of working are unable to find suitable paid employment. The situation of unemployment in Nigeria rises geometrically and mostly affects the youths. Aisha (2014) revealed that 70 percent of Nigerian youths are unemployed. Ngozi (2014) noted the figures from the National Bureau of Statistics (NBS) that 53 million Nigerian youths are unemployed while 1.8 million graduates enter the labour market every year. The recruitment exercise of 15<sup>th</sup> March, 2015 across various immigration recruitment centers in the country presents a clear picture of the problem of unemployment in Nigeria. That incident indicates that something needs to be done urgently to address the scourge of unemployment in the country. It should be stressed that youth unemployment breeds crime and other social vices in Nigeria.

The alarming rate of unemployment calls for the need for self employment among youths in Nigeria. Self-employment, according to Akintoye (2008), is a situation whereby an individual creates job or alternative source of livelihood for himself and provides avenues for gainful employment for others. According to Okoro (2005), being self employed implies that an individual possesses all the required technical knowledge and skills to successfully create job or alternative source of livelihood to earn a living. The benefits of being self-employed include offering the employee the opportunity of engaging in trade or business talents; self employment creates in the employee a sense of fulfillment and satisfaction; and the self employed does not need to undergo job selection interviews, among others.

To enjoy the benefits of self-employment requires that youths acquire relevant technical knowledge and vocational skills in chosen occupation for job creation and self reliance. The National Board for Technical Education (NBTE, 2011) revealed that in Nigeria, these technical knowledge and vocational skills are usually acquired from Technical Vocational Education and Training (TVET) institutions and skill acquisition centers where youths are trained and equipped with the skills needed for self employment, job creation and self reliance. To possess a skill is to demonstrate the right habit of acting, manipulating, thinking or behaving in a specific activity which has become so natural to the individual through repetitive practice.

The Federal Government of Nigeria in recognition of the importance of skills in reduction of unemployment and in the training of youths for self-employment made several attempts, with the introduction of some intervention programmes to help both graduates and non-graduate youths to acquire the necessary skills for survival. One of such programmes established by the government is the National Directorate of Employment (NDE) scheme on 22nd November, 1986 which was officially launched on 30th January, 1987 (Ekpenyong, 2011). The objectives of the NDE, as identified by Adebisi and Oni (2012) are: to design and implement programmes to combat mass unemployment; to articulate policies aimed at developing work programmes with labor intensive potentials; to obtain and maintain a data bank on vacancies and employment agencies; and to implement any other policy as may be laid down from time to time, by the directorate.

Considering the huge capital investment involved in setting up skill acquisition centers and the rising rate of youth unemployment among graduates of the centers, it is necessary to carry out an assessment of the effectiveness of skill acquisition centers in training youths for self employment in Niger state.

### Purpose of the Study

The purpose of the study was to assess the effectiveness of skill acquisition centers in training youths for self employment in Niger State. The study specifically:

1. Determined the extent of programme implementation in skill acquisition centers.
2. Ascertained the effectiveness of the skill acquisition centers in training youths for self employment.
3. Identified the challenges of skill acquisition centers in training youths for self employment.

### Research Questions

The following research questions were raised and answered:

1. What is the extent of programme implementation in skill acquisition centers?
2. How effective are skill acquisition centers in training youths for self-employment?
3. What are the challenges faced by skill acquisition centers in training youths for self-employment?

### Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

$H_{01}$ : There is no significant difference in the mean responses of NDE master trainers and graduates of skill acquisition centers on the extent of programme implementation in skill acquisition centers.

$H_{02}$ : There is no significant difference in the mean responses of NDE master trainers and graduates of skill acquisition centers on the effectiveness of the skill acquisition centers in training youths for self employment.

$H_{03}$ : There is no significant difference in the mean responses of NDE master trainers and graduates of skill acquisition centers on the challenges faced by skill acquisition centers in training youths for self employment.

### Methodology

The study adopted survey research design. Therefore, the survey design was considered suitable since the study sought information from a sample that was drawn from a population using questionnaire. The study was carried out in Minna, Suleja and Bida towns, Niger State because these towns have more concentration of NDE organization/training workshops/ skill acquisition centers and supporting technical institutions. A purposive sampling technique was used to select 158 respondents comprising of 36 NDE master trainers and 122 graduates of skill acquisition centers. A 32 item questionnaire structured on a 4-point scale response option was used to collect data from the respondents. The questionnaire items were structured using four point rating scale with response options of: Highly Implemented (4), Implemented (3), Moderately Implemented (2) and Not Implemented (1) for research question one; Highly effective (4), Moderate effective (3), Mildly effective (2) and Not effective (1) for research question two; Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) for research question three.

The questionnaire was content validated by three senior staff from NDE and from the Department of Industrial and Technology Education (ITE), Federal University of Technology, Minna. Corrections were made appropriately before it was administered. The weighted mean and standard deviation (SD) were used to answer the research questions. To determine acceptance level of the items, the mean average of the various points on the rating scale was taken to arrive at 2.50. As a result, mean of 2.50 was used as decision point to agree or disagree to an item. Thus, a response with a mean of 2.50 and above was considered to be in agreement with an item while a response below 2.50 was considered to be in disagreement, irrespective of the type of response options. The z-test was used to test the hypotheses at .05 level of probability. The z-test was considered suitable because according to Uzoagulu (2011), the z-test is

more appropriate when the sample size (n) is greater than 30 but maintains the same parametric assumptions, table usage and other conditions as in the application of t-test. The z-critical (z-table) value for accepting or rejecting the null hypotheses was  $\pm 1.96$  based on a degree of freedom of 156.

### Results

The research questions raised and hypotheses formulated were answered and analyzed using the data generated.

**Research Question 1:** What is the extent of programme implementation in skill acquisition centers?.

**Table 1:** Analysis of mean and standard deviation of responses of respondents on the extent of programme implementation in skill acquisition centers

S/ N	ITEM STATEMENT	$\bar{X}_1$	SD	$\bar{X}_2$	SD	$\bar{X}_t$	Re m
		1	2	2	1	9	
1	Design of vocational and apprenticeship training in various training centers in the Niger State.	2.6	0.7	2.7	0.7	2.6	A
		5	6	2	1	9	
2	Identifying the training needs of unemployed youths.	2.5	0.5	2.4	1.0	2.5	A
		6	2	9	9	3	
3	Conducting capacity building and vocational training through the capacity acquisition programme in the major professional occupations in the labor market.	3.6	0.7	2.8	0.4	3.2	A
		6	6	1	5	4	
4	Conducting on the job training of artisans in the handling of machines and tools.	3.2	1.8	2.6	0.7	2.9	A
		2	6	1	3	2	
5	Offering technical assistant & help in conducting feasibility studies for intending small scale entrepreneurs.	3.1	0.6	3.1	1.2	3.1	A
		1	8	4	6	3	
6	Organizes training programs and workshops in the utilization of local raw materials, equipment & machines.	2.6	0.7	3.1	0.5	2.8	A
		5	3	3	4	9	
7	Promoting acquisition of vocational skills and facilitating the spirit of creativity & self-reliance.	3.1	0.8	2.9	0.7	3.0	A
		1	4	1	5	1	
8	Inculcating in the trainees the relevance of vocational skills in enhancing self employment.	2.1	0.4	2.1	0.7	2.1	D
		7	8	0	5	4	
9	Training youths in workshop management.	2.4	0.7	2.9	0.3	2.6	A
		0	8	4	5	7	
10	Enlightening youths on the causes of business failures.	2.2	0.3	2.2	0.5	2.2	D
		2	4	0	9	1	

\*Rem=Remark, A= Agreed, D= Disagreed



Table 1 revealed that eight of the items had their weighted mean values ranged from 2.53-3.24. Since the values are above the cutoff point of 2.50, it indicates that the respondents agreed with the items with respect to the extent of programme implementation in skill acquisition centers. The table also shows that two items had their weighted mean values ranged from 2.14-2.21 showing that the respondents attested

that to the non-implementation as regards the two items.

**Research Hypothesis 1**

$H_{01}$ : There is no significant difference in the mean responses of NDE master trainers and graduates of skill acquisition centers on the extent of programme implementation in skill acquisition centers.

**Table 2:** z - test analysis of mean responses of respondents on the extent of programme implementation in skill acquisition centers

S/N	ITEM STATEMENT	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_t$	z-cal	Rem
1	Design of vocational and apprenticeship training in various training centers in the Niger state.	2.65	0.76	2.72	0.71	2.69	1.13	NS
2	Identifying the training needs of unemployed youths.	2.56	0.52	2.49	1.09	2.53	0.85	NS
3	Conducting capacity building and vocational training through the capacity acquisition programme in the major professional occupations in the labor market.	3.66	0.76	2.81	0.45	3.24	0.96	NS
4	Conducting on the job training of artisans in the handling of machines and tools.	3.22	1.86	2.61	0.73	2.92	0.95	NS
5	Offering technical assistant & help in conducting feasibility studies for intending small scale entrepreneurs.	3.11	0.68	3.14	1.26	3.13	0.54	NS
6	Organizes training programs and workshops in the utilization of local raw materials, equipment & machines.	2.65	0.73	3.13	0.54	2.89	0.81	NS
7	Promoting acquisition of vocational skills and facilitating the spirit of creativity & self-reliance.	3.11	0.84	2.91	0.75	3.01	1.23	NS
8	Inculcating in the trainees the relevance of vocational skills in enhancing self employment.	2.17	0.48	2.10	0.75	2.14	1.12	NS
9	Training youths in workshop management.	2.40	0.78	2.94	0.35	2.67	0.45	NS
10	Enlightening youths on the causes of	2.22	0.34	2.20	0.59	2.21	0.57	NS

The z-test analysis from Table 2 revealed that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of  $\pm 1.96$ . This implies that there was no significant (NS) difference in the mean ratings of the responses of the respondents on

the extent of programme implementation in skill acquisition centers. Hence the null hypothesis is upheld.

**Research Question 2:** How effective are the skill acquisition centers in training youths for self-employment?

**Table 3 :** Analysis of Mean and Standard Deviation of Respondents on the effectiveness of the skill acquisition centers in training youths for self employment

S/N	ITEM STATEMENT	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_t$	Rem
11	Competent graduates NDE center are given equipment's & financial aids to start up their own business or practice the trade learned.	2.51	1.2	2.53	1.23	2.52	A
12	NDE recruit competent graduates for some industries and organizations.	2.15	0.55	2.26	0.74	2.21	D
13	NDE employ qualified master trainers to teach their trade.	2.17	0.65	2.21	0.85	2.19	D
14	The training programme is structured on curriculum modules.	2.40	1.23	2.13	1.11	2.27	D
15	NDE provides equipment, technical & financial supports to farmers to boost food production and empower the farming occupation.	3.01	0.12	3.32	0.54	3.17	A
16	The training follows an orderly sequence of instruction.	2.45	1.43	2.00	0.75	2.23	D
17	NDE exposes youths to employment opportunities through job awareness training.	3.14	0.36	2.91	0.43	3.03	A
18	NDE train individuals in small scale entrepreneurship to enable them create their own job and manage it.	3.32	1.21	2.56	1.32	2.94	A
19	The center trains youth in computer utilization & other information technology services.	2.61	0.46	2.49	1.12	2.55	A
20	NDE do a follow up of graduate progress in professional practice after graduation.	3.21	0.78	3.11	0.89	3.16	A

Findings from the data on Table 3 shows that six of the items presented had their weighted mean values ranged from 2.52-3.17. This values are above 2.50 indicating that the respondents agreed to the six items as regards the effectiveness of the skill acquisition centers in training youths for self-employment. The table also showed that four items had their weighted mean values ranged from 2.19-2.27 showing that the respondents attested to the non effectiveness of the skill

acquisition centers in training youths for self employment as regards the four items.

**Research Hypothesis 2**

**H<sub>02</sub>:** There is no significant difference in the mean responses of NDE master trainers and graduates of skill acquisition centers on the effectiveness of the skill acquisition centers in training youths for self-employment.

**Table 4 :** z -test analysis of mean responses of respondents on the effectiveness of the skill acquisition centers in training youths for self employment

S/N	ITEM STATEMENT	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_t$	z-cal	Rem
11	Competent graduates NDE center are given equipment's & financial aids to start up their own business or practice the trade learned.	2.51	1.2	2.53	1.23	2.52	0.67	NS
12	NDE recruit competent graduates for some industries and organizations.	2.15	0.55	2.26	0.74	2.21	0.81	NS
13	NDE employ qualified master trainers to teach their trade.	2.17	0.65	2.21	0.85	2.19	0.74	NS
14	The training programme is structured on curriculum modules.	2.40	1.23	2.13	1.11	2.27	0.75	NS
15	NDE provides equipment, technical & financial supports to farmers to boost food production and empower the farming occupation.	3.01	0.12	3.32	0.54	3.17	0.54	NS
16	The training follows an orderly sequence of instruction.	2.45	1.43	2.00	0.75	2.23	1.43	NS
17	NDE exposes youths to employment opportunities through job awareness training.	3.14	0.36	2.91	0.43	3.03	1.34	NS
18	NDE train individuals in small scale entrepreneurship to enable them create their own job and manage it.	3.32	1.21	2.56	1.32	2.94	0.38	NS
19	The center trains youth in computer utilization & other information technology services.	2.61	0.46	2.49	1.12	2.55	0.57	NS
20	NDE do a follow up of graduate progress in professional practice after graduation.	3.21	0.78	3.11	0.89	3.16	1.57	NS

414

The z-test analysis from Table 4 revealed that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of  $\pm 1.96$ . This implies that there was no significant (NS) difference in the mean ratings of the responses of the respondents on the effectiveness of the skill acquisition

centers in training youths for self-employment. Therefore the null hypothesis two is not rejected.

**Research Question 3:** What are the challenges faced by skill acquisition centers in training youths for self employment?

**Table 5:** Mean and Standard Deviation of respondents on the challenges faced by skill acquisition centers in training youths for self employment.

S/N	ITEM STATEMENT	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_t$	Rem
21	Irregular and delay in payment of salaries to NDE master trainers and stipend to trainers.	3.09	0.36	3.10	0.70	3.10	A
22	The small amount of salaries paid to NDE master trainers reduces motivation to teach skills.	3.70	1.31	3.03	0.65	3.37	A
23	Non existence of a standardized document to guide programme implementation, operation and certification.	3.30	0.83	3.81	1.27	3.56	A
24	Absent of a concrete and workable curriculum for teaching skills.	3.28	0.32	3.05	0.81	3.17	A
25	Poor technical and vocational education level of master trainers or facilitators.	3.34	1.20	2.47	0.72	2.90	A
26	Poor monitoring, supervision & pedagogical competence in terms of instructional delivery of skills.	2.50	1.39	3.06	0.63	2.78	A
27	Poor funding and misappropriation of NDE funds.	3.01	1.29	3.75	0.74	3.38	A
28	Erratic and inadequate electric power supply.	3.10	0.75	2.71	0.11	2.91	A
29	Poor administration and supervision of the NDE scheme.	3.20	1.30	3.01	0.64	3.11	A
30	Inadequate and poor training facilities at skill acquisition centers.	3.41	0.45	3.36	0.81	3.39	A

415



Findings from Table 5 shows that all the items presented had their weighted mean values ranged from 2.78-3.56. This values are above 2.50 indicating that the respondents agreed to all the items identified as regards the challenges faced by skill acquisition centers in training youths for self-employment.

$H_{03}$ . There is no significant difference in the mean responses of NDE master trainers and graduates of skill acquisition centers on the challenges faced by skill acquisition centers in training youths for self-employment.

**Table 6 :** z - test analysis of mean responses of respondents on the challenges faced by skill acquisition centers in training youths for self employment.

S/N	ITEM STATEMENT	$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>	$\bar{X}_t$	z-cal	Rem
21	Irregular and delay in payment of salaries to NDE master trainers and stipend to trainers.	3.09	0.36	3.10	0.70	3.10	1.21	NS
22	The small amount of salaries paid to NDE master trainers reduces motivation to teach skills.	3.70	1.31	3.03	0.65	3.37	1.30	NS
23	Non existence of a standardized document to guide programme implementation, operation and certification.	3.30	0.83	3.81	1.27	3.56	0.60	NS
24	Absent of a concrete and workable curriculum for teaching skills.	3.28	0.32	3.05	0.81	3.17	0.80	NS
25	Poor technical and vocational education level of master trainers • facilitators.	3.34	1.20	2.47	0.72	2.90	0.69	NS
26	Poor monitoring, supervision & pedagogical competence in terms of instructional delivery of skills.	2.50	1.39	3.06	0.63	2.78	0.57	NS
27	Poor funding and misappropriation of NDE funds.	3.01	1.29	3.75	0.74	3.38	0.71	NS
28	Erratic and inadequate electric power supply.	3.10	0.75	2.71	0.11	2.91	1.48	NS
29	Poor administration and supervision of the NDE scheme.	3.20	1.30	3.01	0.64	3.11	1.42	NS
30	Inadequate and poor training facilities at skill acquisition centers.	3.41	0.45	3.36	0.81	3.39	0.68	NS

416

The z-test analysis from Table 6 revealed that all the items had their z-calculated (z-cal) values less than the z-table (z-tab) value of  $\pm 1.96$ . This implies that there was no significant (NS) difference in the mean ratings of the responses of the respondents on the challenges faced by skill acquisition centers in training youths for self-employment. Therefore, the null hypothesis three is not rejected.

**Summary of Findings**

Based on the data collected and analyzed, the following findings emerged:

1. Vocational programmes in basic maintenance, repairs and handling of tools, equipment and machines in various occupations are implemented in skill acquisition centers; but knowledge in the relevance of vocational skills in enhancing self-employment as well as the causes of business failures are not inculcated into the trainees.
2. Skill acquisition centers are effective in training youths in basic vocational training, farming occupations and small scale business; but the effectiveness is bedeviled because the vocational training programmes are not structured on curriculum modules and also lack orderly sequence of instruction.
3. Skill acquisition centers are faced such as challenges misappropriation of funds, delay in payment of wages, poor supervision/monitoring as well as non existence of a standardized document to guide programme implementation, operation and certification.
4. There is no significant difference in the mean ratings of the responses of the respondents on the extent of programme implementation in skill acquisition centers.
5. There is no significant difference in the mean ratings of the responses of the respondents on the effectiveness of the skill acquisition centers in

6. training youths for self-employment. There is no significant difference in the mean ratings of the responses of the respondents on the challenges faced by skill acquisition centers in training youths for self-employment.

**Discussion of Findings**

The findings of the study revealed that 80% of the listed items were found to be implemented in skill acquisition centers. The study also revealed non implementation as regards inculcation in the trainees, the relevance of vocational skills in enhancing self employment; and enlightening youths on the causes of business failures. The findings of the study is in agreement with the findings of Ekpenyong (2011) who in a survey of extent of programme implementation in National Directorate of Employment (NDE) scheme, found out that NDE has created various skill acquisition centers and implemented skill acquisition programmes with emphasis on self reliance and entrepreneurship. Some of the core schemes and programmes implemented include the: National Youth Employment Programme, small scale industries and Graduate Programme, Agricultural Sector Employment Programme, Special Public Works Programme, Youth Employment and Vocational Skills Development Programme, and Rural Employment Programme (Akintoye, 2008; and Ekpenyong, 2011). On the non inculcation of the trainees with the relevance of vocational skills in enhancing self employment; and non enlightening of youths on the causes of business failures, Adebisi and Oni, (2012) in a study on the assessment of relevance of the national directorate of employment training programmes to the needs of the trainees in Southwest Nigeria, found out that the non implementation of this two vital factors accounts for the reason why youths graduate from skill acquisition centers and are still unemployed. They ignorantly jump into any form of business investment and fail and later loiter around the street waiting for government to provide the jobs that are not

417

available.

Findings of the study also showed that 60% of the listed items were found to be effective in training youths for self-employment in skill acquisition centers. The study further revealed non effectiveness as regards NDE recruiting competent graduates for some industries and organizations; NDE employing qualified master trainers to teach their trade; and the training programme having a structured curriculum modules and orderly sequence of instruction. The findings of the study is in conformity with the findings of Enuke and Mgbor (2005) who in a study on employer's assessment of tasks performed by graduate of Bida skill acquisition centres in Bida local government of Niger state, found out that the graduates performed tasks on use of tools, equipment and machines to carry out job skills, good work attitude and safety habits. Enuke and Mgbor stated that the graduates from Bida skill acquisition centres could perform the tasks because of effectiveness of the skill acquisition centers in training youths for the world of work. This could also be attributed to the high quality of learning resources available at the Bida skill acquisition centres particularly. The high quality of learning resources is probably responsibly for the achievement of graduates on the performance skills demonstrated.

The findings of the study as shown in Table 5 revealed that 100% of the listed items were found to be among the challenges faced by skill acquisition centers in training youths for self-employment in Niger state. The findings show that skill acquisition centers are faced with the following challenges: misappropriation of funds, delay in payment of wages, poor supervision/monitoring as well as non existence of a standardized document to guide programme implementation, operation and certification, among others. The findings of the study is in agreement with the findings of Ofor (2001) who in a study on the evaluation of manpower requirement of the national directorate of employment in Abuja, found out that the dearth of skilled manpower

needed for the advancement in technologies, in various industries, has raised an urgent need to promote standardization of skills acquisition programmes at training centers in Nigeria. To buttress this, Ogbuanya, Bakare, and Igweh (2010), revealed that most telecommunication industries have continued to complain about not finding the right skills in the labor market to fill the job vacancies even with the large turnout of graduates both from both formal and informal TVET institutions at all levels of schooling every year. Ogbuanya, Bakare, and Igweh stated that, this is so because the skills acquired by the graduates from these institutions are not tailored-made to meet the necessary requirement of these industries or organizations. There is therefore the need for standardization of trainings in order to promote the availability of manpower with appropriate technical and vocational skills required to meet the various needs of industries. The study found no significant difference in the mean ratings of the responses of the respondents on the effectiveness of skill acquisition centers in training youths for self employment in Niger state. Hence the opinions of the respondents did not differ in majority of the items identified. Therefore we uphold the null hypotheses for the study.

### Conclusion

Based on the findings of the study, it was concluded that while vocational programmes in basic maintenance, repairs and handling of tools, equipment and machines in various occupations are implemented in skill acquisition centers; the effectiveness of the centers is bedeviled by several challenges such as: misappropriation of funds, delay in payment of wages, poor supervision/monitoring as well as non existence of a standardized document to guide programme implementation, operation and certification. Also adequate knowledge in the relevance of vocational skills in enhancing self employment as well as the causes of business failures is not inculcated into the trainees.

### Recommendations

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

1. Inculcating in the trainees of skill acquisition centers, the adequate knowledge in the relevance of vocational skills in enhancing self employment as well as the causes of business failures.
2. There should be proper supervision, monitoring and adequate funding of youth skills acquisition institutions, agency and training centers to enhance better training and self reliance.
3. Standardizing NDE programme implementation, operation and certification is needed in all NDE training centres in the study area.
4. The NDE which is the approved skill acquisition center in Nigeria should intensify efforts to improve on the quality of training offered at vocational training centers to reflect the actual workplace to enable the trainees to practice their chosen trade upon graduation which will in turn prepare the youths to be self-reliant, self-employed and prevent them from being in financial difficulty after graduation.

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