

**EVALUATION OF INDUSTRIAL TRAINING FUND TECHNICAL
SKILLS TRAINING PROGRAMME**

BY

**CONSULTANCY, RESEARCH & INFORMATION TECHNOLOGY
DEPARTMENT (CRIT)**

**INDUSTRIAL TRAINING FUND (ITF)
HEADQUARTERS, JOS**

MARCH, 2012

DECLARATION

We, hereby declare that this work is the product of our research efforts at the Industrial Training Fund and has not been presented elsewhere. All sources have been duly cited and appropriately acknowledged, thus, all other expressed views and opinions are those of the Researchers.

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DEDICATION

To our very dear nation, Nigeria. We believe this work will positively impact the nation's Human Resource.

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ACRONYMS AND ABBREVIATIONS

ITF	-	Industrial Training Fund
TSTP	-	Technical Skill Training Programme
HDA	-	Human Development Agency
TVET	-	Technical Vocational Education and Training
FGN	-	Federal Government of Nigeria
NBTE	-	National Board for Technical Education
ISTC	-	Industrial Skill Training Centre
OPS	-	Organised Private Sector
SPSS	-	Statistical Product and Service Solution
R&D	-	Research and Development
NPC	-	National Planning Commission
NBS	-	National Bureau of Statistics
NOA	-	National Orientation Agency

Abstract

The purpose of this Study was to evaluate the Technical Skill Training Programmes (TSTP) of the Industrial Training Fund. To facilitate generation of data, the Study explored the following: the extent to which; objectives of Technical Skills Training Programmes implemented by the ITF are being achieved, Facilities and Equipment for use during TSTP are available, perception of trainees on the ITF's TSTP, activities Trainees must go through before they graduate, level of acceptance of ITF's Technical Skills Training Programme by clients and factors that affect implementation of the Programmes. From these, seven Research Questions were posed. Target population of the Study consisted of all ITF Instructors, Trainees that have attended ITF TSTP and Trainees' Immediate Supervisors in their places of work. Three thousand four hundred and forty (3440) respondents, drawn from various categories of the population were used as Sample for the Study. The research design adopted was a Cross-Sectional Survey Design. Two sets of questionnaires were employed for the study. These instruments were designed, developed and validated. Data gathered were analysed using percentages and mean statistics. Major findings show that Objectives of ITF TSTP were achieved at "High" level even as resources are limited. Perception of Trainees and Instructors on ITF TSTP was positive. Results also revealed that, ITF TSTP Certificates are recognized for "Further Training" and "Vocational Practice". Furthermore, factors that are affecting implementation of Technical Programmes were highlighted and recommendations for improvements were made. Finally, the Study emphasised importance of adequate planning for implementation of Technical Skills Training Programmes by the Fund so as to make them more effective.

PART ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Advancement in Technology and Science has brought revolutions in all fields of human endeavour. With increased globalisation and the need for individuals as well as nations to remain relevant and competitive, emphasis is being placed on acquisition of Technical Skills. This is because of the critical role of Technical and Scientific Skills for industrial and by extension, economic development. Siegel (2000) affirms that in an economy increasingly influenced by information technologies, possession of high Technical Skills is the back bone of the yearning for industrial development.

Coupled with the constant paradigm shift in Science and Technology, it becomes evident that Nigeria must strive to develop and improve the level of her Technical Skill Development. Re-positioning of the Education and Training Systems becomes a necessity, if the nation's economy is to be developed and in tandem with global trend. With this understanding, it is also imperative for the Educational Institutions, Human Development Agencies (HDAs) and Industry to establish symbiotic linkages to enable them work together.

Furthermore, as the rate of unemployment keeps increasing with rising concerns that Skill Gaps and Shortages are contributory factors to this trend; more emphasis is being placed on training in the Nigerian society. In its Transformation Agenda document, the Federal Government affirms that unemployment is fuelled by Skill Shortages occasioned by dearth of skilled personnel and entrepreneurial competencies, inadequate capacity of Vocational Skill Training Centres and the non-orientation of the Educational System to the production of Vocational Skills that are aligned to industry requirements (FGN 2010).

Fortunately, the Federal Government of Nigeria is aware of the need to develop Technical Skills of her citizens in order to bridge existent Skill Gaps and Shortages. This is underscored by the declaration in its National Policy on

Education that 'Technical Education forms the basis of Nigeria's Technological Development'. Thus, the government places emphasis on Technical Vocational Education and Training (TVET), establishment of Skills Training Centres and the need for Human Development Agencies (HDAs) to provide training to support the Education System. These efforts are in line with Ikem's (2011) assertion that formal schooling should be complemented with higher and obviously more industrial training. Training by HDAs is highly necessary in view of the unimpressive output from the Nigerian Education System, where Technical Students graduate without acquiring requisite Technical Skills.

The foremost Human Development Agencies (HDAs) is the Industrial Training Fund (ITF) which was established by Decree No. 47 of 8th October in 1971, (now an Act of Parliament) with the aim of promoting and encouraging acquisition of Skills in Industry and Commerce to generate a pool of indigenous trained manpower sufficient to meet the needs of the Nigerian economy. Over the years, pursuant to fulfilling its statutory roles, the ITF has designed, developed and implemented various Training Programmes for the teeming workforce of the nation, some of which are technically inclined. It has also established Industrial Skills Training Centres where youth are trained in various technical areas. The Technical Skills Training Programmes (TSTP) are expected to bridge Skill Gaps in technical areas and equip the citizens with skills to meet the expanding, challenging and changing demands occasioned by globalisation, scientific and technological developments.

Unfortunately, despite the efforts of the Industrial Training Fund, reports from various sources indicate that there is still shortage of Technical Skilled Manpower in many sectors of the economy. Industrial Training Fund Report (2009) indicated that there exists Human Capital Shortfall in performances across different sectors of the economy in spite of increased training efforts. The National Board for Technical Education Report (2011) laments that the Nigerian economy has been suffering from acute shortage of Technical Personnel while the Manufacturers Association of Nigeria's Economic Review (R. NO. 28, 2006), in Ikem (2011) echoes the same fact and notes that the

Manufacturing Sector has been facing serious scarcity of Skills and other Skilled Manpower challenges.

These facts are of serious concern as no nation aspiring for rapid economic development and with a vision of being one of the 20 most developed economies in the world by Year 2020, can afford to be weighed down by Skill Gaps and Shortages in technical areas.

Skill Gaps and Shortages have implications for the economy such as increase in cost of hiring skilled workers and impediment to adoption of new technologies. These negatively affect the rate of economic development. Even though, it has been revealed that nations will always experience Skill gaps and shortages as they develop and attain improved standard of living, the key to addressing these challenges is to be able to strategically reposition Education and Training and also adapt to changes in Technology.

It appears then that in practice, ITF's TSTP have not made an appreciable impact on skills level of citizens. While ITF's effort in implementing Technical Programmes is encouraging, the impact on Trainees needs to be empirically determined. Thus, the need to carry out an evaluation arises.

The term "Evaluation" refers to the systematic acquisition of feedback on the use, worth and impact of an activity, programme or process in relation to its intended outcomes (Naidu, 2005). More concisely, Jason (2000) sees evaluation as a procedure for determining what has happened in a programme and how the programme is being implemented according to its procedural design. Evaluation as employed in this Study connotes the summative type, which aims at providing feedback on the TSTPs of the ITF.

The need for evaluation of TSTPs cannot be overemphasized, if one takes into consideration the fact that ITF was established to facilitate acquisition of requisite Technical Skills necessary for industrialization by the citizens. The major concern of the Study, therefore, is to evaluate ITF's TSTPs and draw implications for Industrial Development.

1.2 STATEMENT OF THE PROBLEM

It is of great concern, that in spite of the TSTPs of the ITF and establishment of Industrial Skill Training Centres (ISTCs) to produce skilled manpower to meet the needs of the economy, it appears that the desired result has not been achieved. The quantity and quality of Technically Skilled manpower still leave much to be desired reported variously by different stakeholders (ITF, 2009; FGN, 2011)

It is unfortunate that the expectation of having a workforce that has acquired relevant Technical Skills to bridge Skill Gaps and Shortages in the industrial sector has not been met. There are persistent reports about dearth of highly skilled and competent Artisans, Craftsmen and Technicians to propel sufficient Industrial Development (MAN, R. NO. 28, 2006; Ikem, 2011). The low qualities of work performed by most Craftsmen, Technicians and Artisans and the usual strident complaints by members of the Organised Private and Public Sectors give credence to this assertion.

It has been pointed out in some quarters (ITF,2009) that Training Programmes of Human Development Agencies are not diversified as expected to facilitate acquisition of relevant Technical Skills by Trainees. Much concern about inadequate output and outcome of the contributions of such training to the society for industrial development is therefore, being expressed.

Most often, there are enormous challenges in the task of designing and implementing Training Programmes especially technically oriented ones. Besides, for a country like Nigeria which is in dire need of technological advancement anchored on vision 20:2020, the present status of her workforce in Technical areas is quite unsatisfactory. This study, therefore, is to evaluate the ITF's TSTPs and identify implications for Industrial Development in Nigeria.

1.3 SIGNIFICANCE OF THE STUDY

Findings of this Study will be beneficial to all stakeholders in Nigeria such as Members of the Organised Private Sector, Government Officials and Staff of Training Agencies as it will highlight and document factors that enhance or impede effectiveness of ITF TSTPs in Nigeria. The findings will also inform

them on benefits of effective Technical Skills Training for Industrial Development.

The Study will facilitate generation of baseline data on the implementation of TSTPs in the Fund. Data derived from the Study will also assist in building greater capacity for meeting Emerging Needs as well as the review, redesign and implementation more efficient TSTP.

On the part of the ITF Trainers who are responsible for the success of implementation of such programmes, findings of the Study, will underscore the responsibilities placed on them to lead the way in impartation of Technical Skills for the teeming Nigerian workforce. This is in view of the position of ITF as the fore-most Human Resource Development Agency in Nigeria.

The Study will re-emphasise the benefits of training through the TSTP to Industrial Development in Nigeria. It will also bring to fore, the need for ITF Management to continually maintain an open communication link and champion multidisciplinary collaboration with Employers of Labour and policy makers, implementers and other stakeholders on issues of Technical Skills Development in Nigeria.

It is expected that, this Study will be of tremendous importance to the different levels and arms of Government. The results will further buttress the fact that active involvement of all Human Development Agencies in Technical Skills Training is critical, if the nation is to achieve the vitally needed Technological Development.

In addition, this Study will certainly contribute to the knowledge of Local, National and International Researchers on the challenges, prospects and problems that Technical Skills Training Programmes encounter in developing nations. The findings of the Study will assist them collectively or individually to come up with suggestions on ways to improve on implementation of these Programmes.

Findings of the Study would open-up more researches in the area of Technical Skills Training in Nigeria and will enable all stakeholders especially the

Organised Private Sector (OPS) to be aware of the efforts that ITF is making in trying to meet the Technical Skills requirement of the workforce.

1.4 PURPOSE OF THE STUDY

The aim of the Study is to evaluate ITF Technical Skills Training Programmes

(TSTP). Specific objectives of the Study are to:

- I. Ascertain the extent to which objectives of the ITF TSTPs are being achieved.
- II. Assess the availability of infrastructure to facilitate the TSTPs.
- III. Assess perception of trainees on the ITF TSTPs.
- IV. Identify Training Activities that Trainees must go through before they graduate.
- V. Assess the level of acceptance of ITF's TSTP by clients.
- VI. Identify factors that impede smooth operation of the ITF TSTPs.
- VII. Recommend strategies for solving identified problems.

1.5 RESEARCH QUESTIONS

The following Research Questions are formulated to facilitate the Study:

- I. To what extent are the objectives of TSTP being achieved?

- II. What facilities and materials are available for the implementation of an effective TSTP?
- III. Do trainees perceive ITF's TSTPs as meeting their needs in Technical the skills training Areas?
- IV. What training activities do trainees undergo before they graduate?
- V. To what extent are ITF TSTPs acceptable to clients?
- VI. What factors impede smooth implementation of the ITF TSTP?
- VII. What strategies are recommended for solving identified problems?

1.6 SCOPE OF THE STUDY

The Study will be limited to Trainees from Organisations who have attended ITF TSTPs, their Supervisors and ITF Trainers. The Study is designed to cover the whole nation.

1.7 DEFINITION OF TERMS

An attempt was made here to define some key terms used in the Study. The definitions used here however, are operational and utilised for the sake of this Study only as the researchers are aware that other definitions of the terms exist.

Technical Skill- This describes necessary competency required to perform tasks that involve dexterity in the use of machinery and methods in science and industry.

Skill gap- describes a situation where there is a difference between what is and what should be in terms of knowledge, skills, attitude and experience of a worker for a particular job.

Skill shortage- refers to a situation where there is inadequate number of Skilled Manpower in particular Skill Area.

Evaluation – refers to the assessment of the effectiveness of a training programme.

PART TWO

METHODOLOGY

2.1 INTRODUCTION

This Part deals with Methods employed in carrying out the Study. It is discussed under the following Sub-headings: Study Design, Population of the Study, Sample and Sampling Techniques, Instruments for Data Collection, Methods of Data Analysis and Research Ethics.

2.2 STUDY DESIGN

A Cross-Sectional Survey Design was utilised. The Design requires that Data be collected at a particular time from the sample and generalisation of findings is then made on the entire Population. The Design was employed because it constitutes an appropriate way of obtaining facts and figures needed to Study a large population.

2.3 POPULATION OF THE STUDY

The target population of the Study comprised the following:

- Instructors of ITF TSTPs.
- Trainees of the ITF TSTPs from various Organisations.
- Trainees' immediate Supervisors.

The Distribution of the Population is presented in Table 1.

Table 1: Distribution of Population by Category and Number

S/N	Category	Number
1	Instructors of ITF TSTPs	100
2	Trainees of Organisations	3000
3	Trainees immediate Supervisors	3000
TOTAL		6100

2.4 SAMPLE AND SAMPLING TECHNIQUES

For this Study, Cluster Sampling Technique was adopted. This is a technique in which the entire population is divided into groups or clusters and a random sample of these is selected. The six Geo-political Zones constituted the basis

for the Cluster Sampling and formed a representation of the thirty-six States of Nigeria and the Federal Capital Territory, Abuja.

In addition, random sampling technique was employed in drawing sample for all categories of respondents. The Distribution of the Sample is presented in Table 2.

Table 2: Distribution of Sample by Category and Number

S/N	Category	Number
1	Instructors of ITF TSTPs	40
2	Trainees of Organisations	1700
3	Trainees immediate Supervisors	1700
TOTAL		3440

2.5 INSTRUMENTS FOR DATA COLLECTION

The Instrument used in gathering data for this Study was Questionnaire. Two sets of Questionnaires were developed for the respondents which are titled and described as follows:

- i. Evaluation of ITF TSTP Questionnaire for Instructors (EITFTSTPQI)
- ii. Evaluation of ITF TSTP Questionnaire for Trainees (EITFTSTPQT)

(Please refer to Appendices A and B)

2.5.1 Description of Questionnaires

The Instructors' and Trainees' Questionnaires had the following layout:

2.5.1.1 Trainees' Questionnaire Layout

Section A: This contained Background information of the respondents which includes; Name of Organisation, Address, Gender, Age, Educational Qualification and List of Technical Training Programme attended between 2006 and 2010. The background data is necessary in order to determine the suitability of the respondent for the study.

Section B: The elements of Training Objectives were listed and respondents were asked to rate the extent to which the Training Programme

assisted in improving their performance on a Likert scale of 1-5 (1 being the lowest and 5 the highest).

The employment of the Likert-type technique in designing instruments for the study is backed by Thorndike and Hagen's (1977), observation that almost any concept or topic can be studied using the Likert scale.

Section C: Equipment and Facilities were listed and participants were asked to rate the extent to which they were available during implementation of ITF Technical Training Programme on a scale of 1-5 (1 being the lowest and 5 the highest).

Section D: This section examined perception of ITF TSTP and participants were asked to indicate their perception on ITF Technical Training Programme on a scale of 1-5 (1 being the lowest and 5 the highest).

SECTION E: Activities that were carried out during the implementation of ITF TSTP were listed and participants were asked to tick from the list all they went through.

SECTION F: This section was on the acceptance of ITF TSTP.

The structure of the questionnaires showed that many of the questionnaire items were of Likert-type scale of assessment, even though there were also some open-ended questions, designed to allow free expression of opinion. The researchers were aware that this category of questions might pose problems during computer analysis. This, however, was resolved by skimming through the responses to get a consensus of opinion on issues raised, since the opinions would largely serve the purpose of probing further into the factors being investigated.

2.5.1.2 Instructor's Questionnaire Layout

Section A: This section captured background information on the respondent, which includes; Department/Area Office/Centre, Rank, Qualification at appointment with the ITF and Course studied, highest present qualification and course studied and Professional

Association. The background data is necessary in order to determine the suitability of the respondent for the study.

Section B: The elements of Training Objectives were listed and respondents were asked to rate the extent to which the Training Programme assisted in improving their performance on a Likert scale of 1-5 (1 being the lowest and 5 the highest).

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2.6 METHODS OF DATA ANALYSIS AND INTERPRETATION

The analysis of data was based on the research questions. Data collected were in raw form before they were compiled and coded. All completed questionnaires were edited to detect skips, errors and accuracy of data entry. The quantitative information in the questionnaire was coded for data capturing using the Statistical Product and Service Solutions (SPSS) while qualitative information was subjected to content analysis. Simple means, frequencies, and percentages were used in analysing data.

The justification and suitability of the statistical tools include the following:

- Mean scores help compare data summaries and are the best representative index of measuring group scores. Awotunde and Ugodulunwa (1998), recommend the use of mean scores in data analysis because they have advantages over other measures of central tendency, take into consideration all the scores in a distribution and are more accurate estimate of population parameter.
- Percentages help to determine the rate of respondents that hold certain views or have certain skills.
- The mean scores can easily be compared while percentages and frequencies can easily be understood.
- The statistical tools can easily be interpreted by the average person.

The interpretation of results was based on a modified Likert Four (4) Point rating scale as shown in Table 3.

Table 3: Rating Scale and its

Range of Mean Score	Interpretation
0.00 – 1.49	Very Low
1.50 – 2.49	Low
2.50 – 3.49	High
3.50 – 4.00	Very High

2.7 RESEARCH ETHICS

The Researchers established the content validity of the Instrument before employing them for the Study. This was considered necessary to enable the Researchers determine the extent to which the items of the Instrument are relevant, appropriate and related to the aim of the Study and Research Questions. In validating the Instrument, subject matter experts from University of Jos were consulted. After corrections had been effected, each of the Questionnaires was subjected to expert scrutiny of two Tests and Measurement specialists of the ITF, Jos.

In order to further strengthen the validity of the instrument, a Pilot Study was carried out. Thereafter, the instrument was fine-tuned and made easier for comprehension by the respondents.

With the instrument ready for use, the Researchers left in two batches, at different times, to the Study Areas bearing letters of introduction from the Industrial Training Fund (ITF). In addition, Research Schedule Officers in the ITF Area Offices covered by the Area of Study were trained and deployed as Research Assistants. They were also briefed on the Purpose of the Study, reasons why the areas were selected and how to administer the questionnaire. The Researchers and their Assistants then went to selected Organisations, met with their Human Resource Managers and briefed them on the Study.

The face-to-face administration of Questionnaire was adopted by Research Officers and Research Assistants. The method entailed handing questionnaires to respondents and being physically present as they were completed. This method was preferred since it afforded the Research Officers a higher percentage return of properly completed questionnaires. At the end of the exercise, the Researchers expressed appreciation to the Respondents for their co-operation.

PART THREE

RESULTS

3.1 INTRODUCTION

This part presents and discusses findings from data collected for the Study. These results are discussed under the following sub-topics; objectives of ITF Technical Skill Training Programmes (TSTP), Training Methods employed during ITF TSTP, availability of Facilities and Equipment, Perceptions of ITF TSTP, Training Activities of ITF TSTP, Recognition of ITF TSTP Certificates, Recommendation of ITF TSTP to others, and Performance levels of Trainees before and after attending ITF TSTP.

3.2 OBJECTIVES OF THE TRAINING PROGRAMMES

This Section discusses Objectives of the ITF TSTP. Results of responses are presented in Table 4.

Table 4: Ratings of Objectives of ITF TSTP

S/N	Objectives	RATING (☺)		INTERPRETATION	
		Trainees	Instructors	Trainees	Instructors
i	Use of appropriate tools, machinery and equipment for a particular operation.	3.78	3.68	High	High
ii	Application of proper safety practices in carrying out job related tasks.	3.84	3.62	High	High
iii	Carrying out breakdown maintenance of machinery and equipment.	3.82	3.09	High	Average
iv	Carrying out preventive maintenance of machinery and equipment.	3.92	3.15	High	Average
v	Carrying out corrective maintenance of machinery and equipment.	3.90	3.06	High	Average
vi	Diagnosing, detecting and repairing faults.	3.78	3.32	High	Average
vii	Performing simple assembly and fitting operations.	3.50	3.58	High	High
viii	Repairing and rectifying faulty equipment.	3.70	3.41	High	Average
Mean (☺)		3.78	3.36	High	Average

Results from Table 4 show that to a large extent, all objectives of the ITF TSTP are being met. However, the overall rating by Instructors shows that the level of achievement of Objectives of ITF TSTPs is Average (3.36), while the rating of Trainees is high (3.78). Results also show that not much difference exists in the views of the two groups of respondents. However, it is to be noted that on all listed objectives, the Instructors ratings were less and this sets one **wondering**.

Besides, closer examination of Instructors' ratings shows that the objectives that were rated average are key and critical to any Technical Programme. These Objectives are: *"Carrying out breakdown maintenance of machinery and equipment (3.09), Carrying out preventive maintenance of machinery and equipment (3.15), Carrying out corrective maintenance of machinery and equipment (3.06) and Diagnosing, detecting and repairing faults (3.32)"*. These results are not particularly impressive in view of the mandate of the ITF which is to provide, promote and encourage the acquisition of skills in Industry and Commerce. Therefore, all conditions necessary for adequate implementation of Technical Skills Training Programmes should be put in place.

3.2.1 Training Methods

This Section discusses various Training methods that are used during ITF TSTP. Results of these responses are presented in Figure 1.

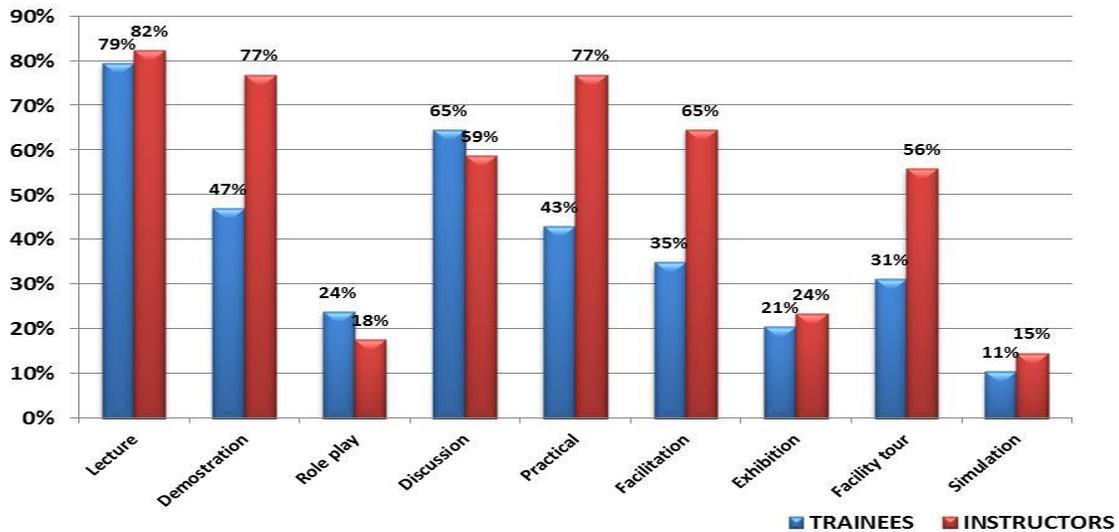


Figure 1: Training Methods used during ITF Technical Skills Training Programmes

Result from Figure 5 shows the views of Trainees and Instructors on the various Training methods employed during implementation of ITF TSTP. From the result, it is seen that, Trainees and Instructors have similar views on Lecture, Role-Play, Discussion, Exhibition and Simulation. It can also be seen that, among these Training Methods, Lecture stands out to be the most widely used going by scores of 79% and 82% by Trainees and Instructors respectively while, Role-Play, Exhibition and Simulation are not well utilized during such Technical Programmes. However, in Demonstration, Practical, Facilitation and Facility Tour, there are clear disparities in their views. For instance while 77% of Instructors attest to the use of both Demonstration and Practical, only 47% and 43% of Trainees indicated their usage.

What can be inferred from the results is that, TSTPs are carried out more theoretically than practically. This is a cause for concern since Technical Skill Training Programmes ought to be more hands-on than theoretical. Thus, more attention should be given to the Practical Training Method in ITF TSTP.

3.3 FACILITIES AND EQUIPMENT

This Section discusses various Facilities and Equipment that are used during implementation of ITF TSTP. Results of these responses are presented in Table 5.

Table5: Facilities and Equipment used during ITF TSTP

S/N	FACILITIES AND EQUIPMENT	RATINGS (👍)		INTERPRETATION	
		Trainees	Instructors	Trainees	Instructors
i	Technical workshop.	2.94	3.82	Average	High
ii	Computers.	2.72	3.70	Average	High
iii	Internet facilities.	2.21	2.88	Low	Average
iv	Machines for practical.	2.74	3.42	Average	Average
v	Technical equipment.	2.98	3.44	Average	Average
vi	Tools for practical.	3.17	3.59	Average	High
vii	Constant power supply.	3.84	3.59	High	High
viii	Personal Protective Equipment.	3.03	3.47	Average	Average
ix	Safety devices.	3.17	3.44	Average	Average
Mean (👍)		2.98	3.48	Average	Average

Results from Table 5 indicates that, overall ratings on availability of Facilities and Equipment are at Average levels (2.98 and 3.48) as indicated by Trainees and Instructors. However, areas that require improvements in their availabilities are; ‘Internet Facilities’ with mean scores of 2.21 and 2.88, and “Machines for Practical” with mean scores of 2.74 and 3.42 respectively. It is only in the availability of “Constant Power Supply” that Trainees and Instructors ratings are high (3.84 and 3.59). This fact is encouraging because most equipment used for Technical Training Programmes can hardly be operated without power. However, it should be noted that, where there is constant power supply but inadequate Facilities, Equipment and Tools for implementation of Technical Programmes, achievement of the Objectives of TSTPs will be low.

3.4 PERCEPTION ON ITF TECHNICAL SKILLS TRAINING PROGRAMMES

This Section presents Perception of Trainees and Instructors on ITF TSTP. Results obtained from the analysis of data collected in the course of Study are presented in Table 6.

Table 6: Perception on ITF TSTP

S/N	Variables	Rating (👍)		Interpretation	
		Trainees	Instructors	Trainees	Instructors
i	ITF Technical Skills Training is well implemented.	3.76	3.59	<i>High</i>	<i>High</i>
ii	Adequacy of consumable materials for practical.	3.12	3.00	Average	Average
iii	There are enough skilled instructors to run the programme.	3.96	3.71	<i>High</i>	<i>High</i>
iv	Adequate equipment and facilities are available for training.	3.05	3.24	Average	Average
v	Theoretical and Practical method are employed in the Technical Training.	3.47	3.94	Average	<i>High</i>
vi	The modules of the Training are appropriate/relevant.	3.76	3.62	<i>High</i>	<i>High</i>
vii	Skills acquired are relevant.	4.04	3.97	<i>High</i>	<i>High</i>
Mean (👍)		3.55	3.58	<i>High</i>	<i>High</i>

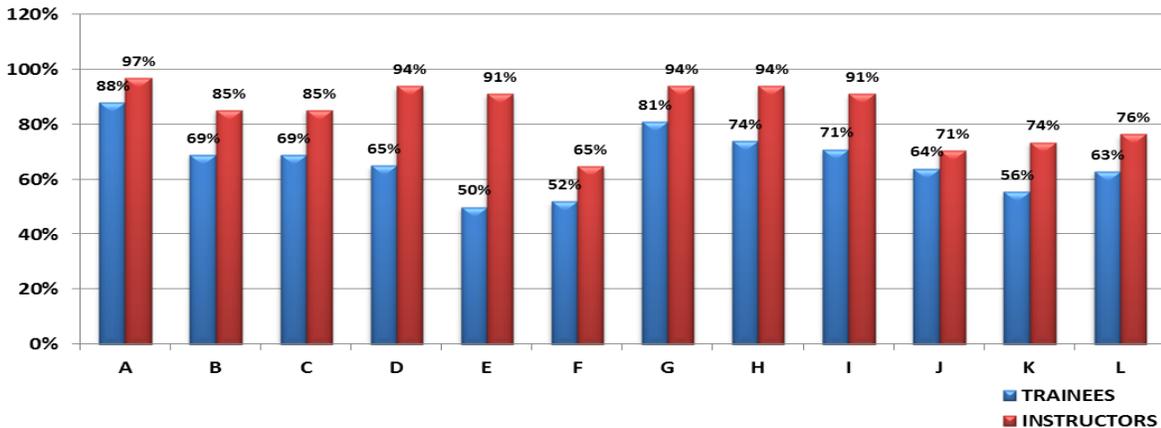
Results from Table 6 indicate that, on the overall, Trainees and Instructors perceived ITF TSTP positively with high ratings of 3.55 and 3.58. It is also clear that, both categories of respondents perceived the variable “Skills acquired are relevant” most highly with mean scores of 4.04 and 3.97. This implies that ITF TSTPs are achieving set Objectives which is encouraging. However, areas that require improvements are; adequacy of ‘Consumable materials for practical’ with Average ratings of 3.12 and 3.00 and ‘Equipment and facilities for Training’ (3.05 and 3.24). The other area that requires improvement according to the Trainees is “use of theory and practical methods of training” (3.47).

3.5 TRAINING ACTIVITIES DURING ITF TECHNICAL SKILL PROGRAMMES

There are two types of ITF TSTPs and they are; the Long-term (usually from 3 months and above) and the Short-term (usually 3 – 5 days). This Section presents results of responses obtained from Trainees and Instructors on

activities that Trainees undergo during Long-term and Short-term Programmes in figures 2 and 3.

3.5.1 Long Term Training Activities



A - Orientation of Trainees
 B - Written Examination (Theoretical component)
 C - Practical Examination (Practical component)
 D - Attachment of Trainee
 E - Trainee Project
 F - Field Study/Facility tour

G - Identification of Machine components
 H - Diagnosis of faults
 I - Identification of Fault
 J - Repairing and rectification of equipment
 K - Award of Certificate of Attendance
 L - Award of Certificate of Competency

Figure 2: Activities carried out during Long-Term TSTP

Figure 2 shows the views of Trainees and Instructors on training Activities carried out during ITF Long-term TSTP. A close observation of the results shows that, differences exist in views of the two groups of respondents. Percentage scores from Trainees are relatively lower than those of Instructors in all listed Training Activities. However, it was observed that, percentage scores of Trainees were at the lowest on “*Trainee Project*” (50%) and “*Field Study/Facility Tour*” (52%), while percentage scores from Instructors on these activities are at 91% and 65% respectively. Inference that can be drawn from these results is that, an appreciable number of Trainees that participated in Long-term TSTP may have completed such programmes without carrying out Projects and going on Field Study/Facility Tour.

It is heart-warming to note that, on other Training Activities, percentage scores by Trainees and Instructors are appreciable. This implies that, the activities are taking place as expected.

3.5.2 Short Term Training Activities

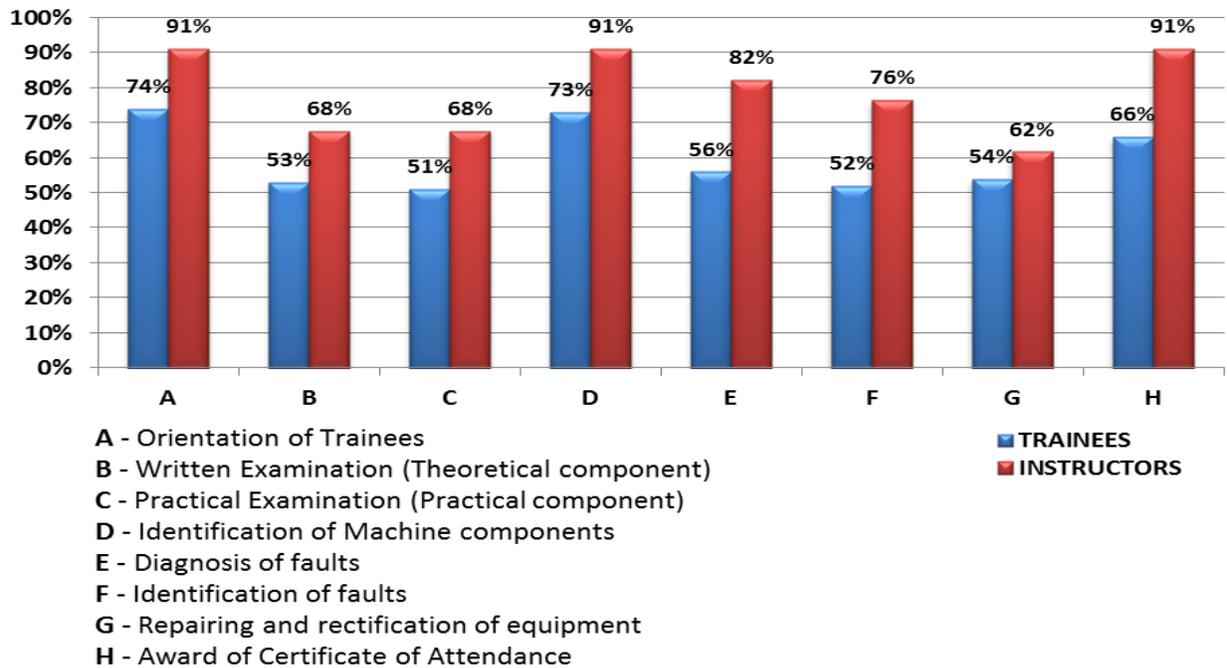


Figure 3: Activities carried out during Short-Term Technical Skill Training Programmes

Figure 3 shows the views of Trainees and Instructors on Training Activities carried out during ITF Short-term TSTPs. Closer observation of results also shows that, differences exist in views of the two groups of respondents. Percentage scores of Trainees are relatively lower than those of the Instructors in all listed Training Activities. Further probes shows that, percentage scores of Trainees were lowest on “*Practical Examination*” (51%) and “*Identification of Faults*” (52%), while percentage scores of Instructors on these activities are 68% and 76% respectively. The inference that can be drawn from these results is that, an appreciable number of Trainees who attended Short-term TSTP may have completed such programmes without appropriate exposure to practical evaluation and proper identification of faults.

It is noteworthy that, on other Training Activities, percentage scores by Trainees and Instructors are higher. This implies that, the activities are taking place as expected.

3.6 RECOGNITION OF ITF TSTP

This Section presents views of respondents on recognition of ITF TSTPs. Results are discussed under the following areas: Use of ITF TSTP Certificates, Recommendation of ITF TSTPs to others and Performance levels of Trainees before and after attending ITF TSTP.

3.6.1 Use of ITF TSTP Certificates

The study also sought views of respondents on recognition of Certificates of ITF TSTP. The following areas of recognitions were in focus; Employment, Further Training, Further Education and Vocational Practice. Responses for recognition of Short-term and Long-term Training Programmes are presented in Figures 4 and 5 respectively.

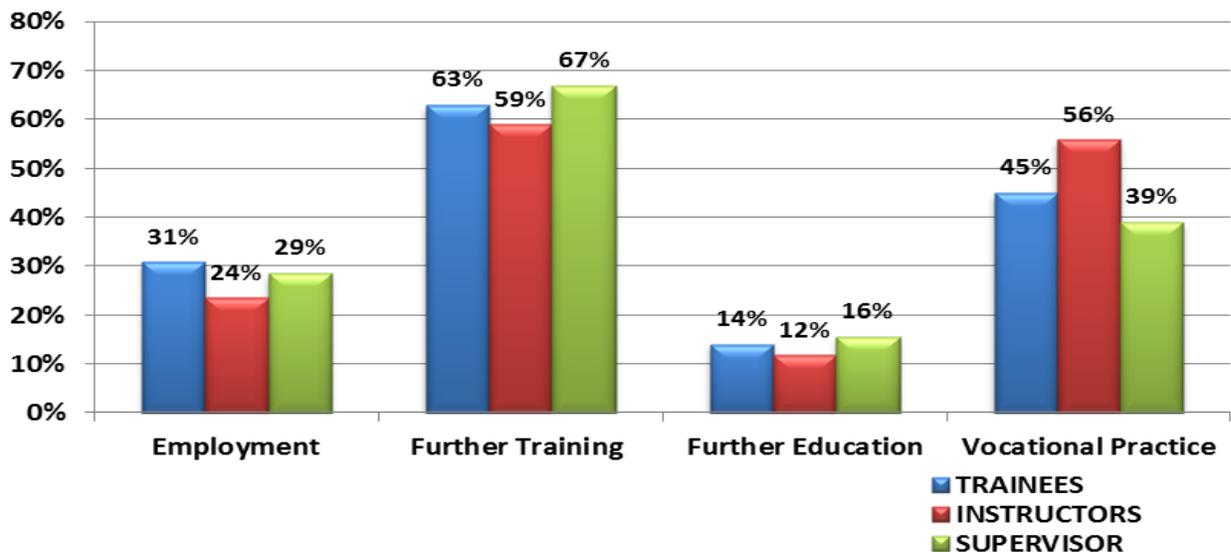


Figure 4: Use of ITF Short-Term TSTP Certificate

Figure 4 shows the views of Instructors, Trainees and Supervisors on the use of Certificates obtained after attending ITF Short-term TSTPs. An observation of results reveals that, all categories of respondents are in agreement that, the Certificate can be used for Further Training (Trainees 63%, Instructors

59% and Supervisors 67%). Hence, it can be deduced that short-term training promotes training and retraining culture.

However, only 56% of the Instructors indicated that the Certificate can be used for Vocational Practice, while percentage scores of Trainees and Supervisors were below average (45% and 39%). It is also evident from the low percentage scores from all categories of respondents which was in the range of 12% - 31% that the Certificate obtained after ITF Short-term TSTP is hardly used for Employment or Further Education. Thus, it is probable that, the certificate is used to boost Trainees' Curriculum Vitae (CV).

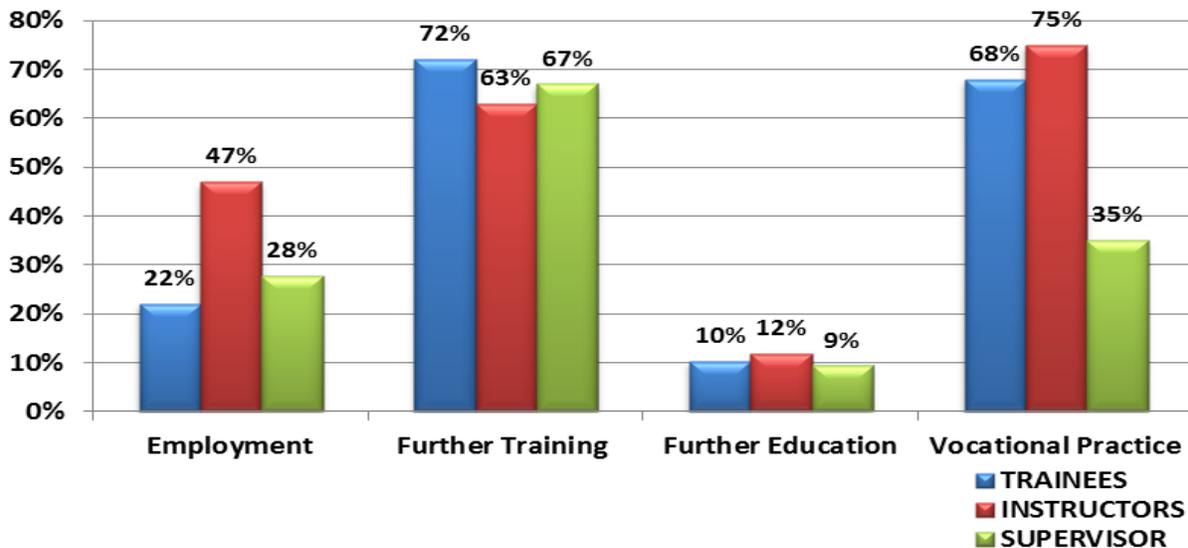


Figure 5: Use of ITF Long-Term TSTP Certificate

Figure 5 shows the views of Instructors, Trainees and Supervisors on the use of Certificate obtained after attending ITF Long-term TSTP. An observation of the results reveals that, majority of all categories of respondents have similar views in the use of Certificate for “Further Training” (Trainees 72%, Instructors 63% and Supervisors 67%) and “Vocational Practice” (Trainees 68%, Instructors 75% and Supervisors 35%). On the contrary, 47% of Instructors indicated that the Certificate is useful for Employment, while 22% and 28% of Trainees and Supervisors assent to its use. Furthermore, percentage scores from all categories of respondents are very low on the use of the Certificate for “Further Education”.

It can be deduced that, most of all categories of respondents believe that, the Certificate can be used for Further Training as well as equip Graduate Trainees with requisite skills for starting Vocational Practice. On the other hand, Trainees and Supervisors do not believe the Certificate is useful for Employment and Vocational Practice.

3.6.2 Recommendation Of ITF TSTPs to Others

This section presents and discusses data obtained on recommendation of ITF TSTPs to others. Data for discussion were analysed using percentages and the result of the analysis is presented in Figure 6.

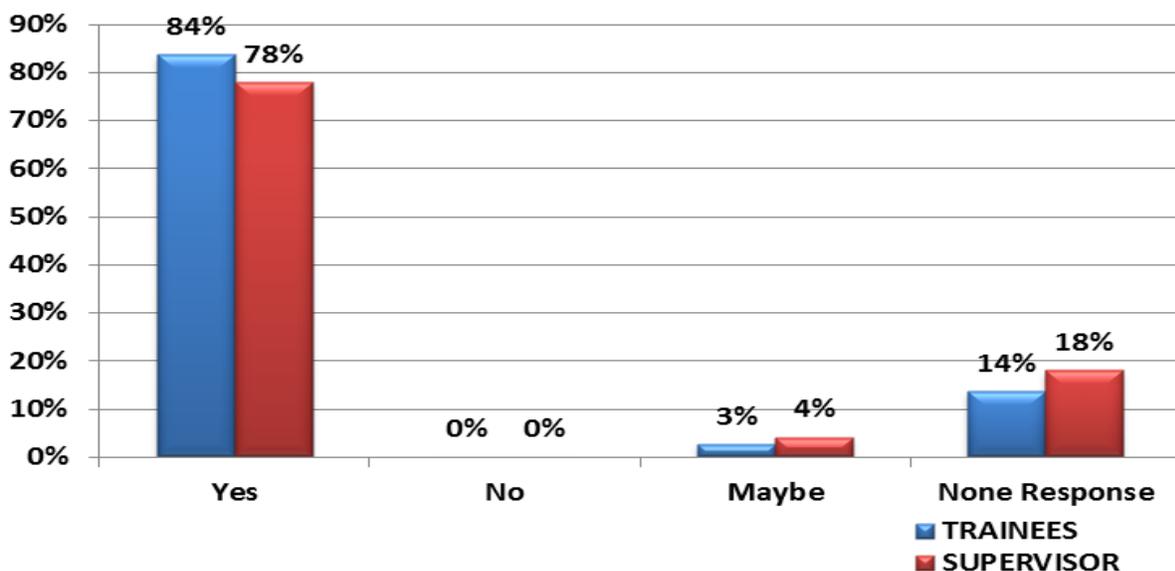


Figure 6: Recommendations of ITF TSTPs

Result from Figure 6 shows that majority of the respondents (84% of Trainees and 78% of Supervisors) would recommend ITF Technical Skills Training Programmes to other people. However, a negligible percentage of Trainees (3%) and their Supervisors (4%) were not sure if they would. The implication from this result is that, Trainees and their Supervisors have confidence in ITF Technical Programmes which is encouraging.

3.6.3 Performance Levels Before and After ITF TSTP

This section presents data on Supervisors rating on the Performance of Trainees before and after ITF TSTPs. Results of responses are presented on Table 7.

Table 7: Performance Levels of Trainees before and after ITF TSTPs

S/N	Performance	RATINGS (👍)		INTERPRETATION	
		Before	After	Before	After
i	Use of appropriate tools, machinery and equipment for a particular operation.	2.83	4.14	Average	High
ii	Application of proper safety practices in carrying out job related tasks.	2.94	4.21	Average	High
iii	Carrying out Breakdown maintenance of machinery and equipment.	2.95	4.15	Average	High
iv	Carrying out preventive maintenance of machinery and equipment.	2.99	4.17	Average	High
v	Carrying out Corrective maintenance of machinery and equipment.	3.09	4.20	Average	High
vi	Diagnosing, detecting and repairing faults.	3.07	4.17	Average	High
vii	Performing simple assembly and fitting operations.	3.14	4.08	Average	High
viii	Repair and rectify faulty equipment.	3.16	4.25	Average	High
Mean (👍)		3.02	4.17	Average	High

Results from Table 7 shows that Supervisors acknowledge that ITF TSTP makes positive impacted on the performance levels of Trainees. This is shown by the overall ratings of trainees' performance before training which rose from "Average" (3.02) to "High" (4.12) after the Training. A closer observation of the variables measured shows that there were remarkable improvements after Training. The highest impact of the training though, could be seen in "Use of appropriate tools, machinery and equipment for a particular operation" with a mean score difference of 1.31 before and after Training.

3.7 FACTORS IMPEDING SMOOTH OPERATION OF THE ITF TSTP

This Section presents levels at which various factors impede smooth operation of the ITF TSTP as rated by Instructors. Results of responses are presented in Table 8.

Table 8: Ratings of Factors Impeding Smooth Operation of ITF TSTP

S/N	Factors	Ratings	Interpretation
i	Inadequate planning for Programme implementation	3.12	Average
ii	Inadequate capacity building for Instructors	3.41	Average
iii	Inadequate funds for the programme implementation	3.40	Average
iv	Inadequate equipment and facilities for the programme	3.39	Average
v	Lack of post-evaluation of Training Programme	3.35	Average
vi	Absence of Training Policies in Organisations	2.76	Average
vii	Lack of support for Skills Training by Management of other Organisations	3.12	Average

It is clear that all factors listed on Table 8 impede smooth operation of ITF TSTP going by mean score ratings of Instructors ranging from 2.76 to 3.41. However, “Inadequate capacity building for Instructors” stands out as the most inhibiting factor with a mean score of 3.41. This fact emphasises the vital role of capacity building of Workforce as the foundation for successful implementation and achievement of goals in any human endeavour especially Education and Training. In fact, many of the factors listed can be seen to be linked to lack of capability on the part of the Workforce.

It is also found that, “*inadequate funding*” stands out as another inhibiting factor with a mean score of 3.40. In fact, other factors listed can be seen to stem from it, for example, “*Lack of post-evaluation of Training Programmes*” (3.03), “*Inadequate planning for Programme implementation*” (3.12), “*Lack of support for Skills Training by Management of other Organisations*” (3.12) and “*Inadequate equipment and facilities for the programme*” (3.39).

It is evident that achievement of all objectives of Technical Programmes at a high level will continue to elude the Fund, until such a time that these Programmes are made more practical and necessary equipment and facilities are available.

PART FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

This part presents Summary, Conclusion and Recommendations of the Study. It also presents Limitation of Study and Suggestions for further Study.

4.2 SUMMARY OF THE STUDY

The main purpose of the Study was to evaluate ITF Technical Skill Training Programmes (TSTPs). To facilitate generation of data for the evaluation, the Study dwelt on the following areas: the extent to which objectives of the Technical Skills Training Programme are being achieved, the availability of Facilities and Equipment for use during TSTP, perception of trainees on the ITF's TSTP, activities Trainees must go through before they graduate, level of acceptance of ITF's Technical Skills Training Programme by clients and factors that impede smooth implementation of ITF TSTPs. Seven Research Questions were raised on the basis of these.

Target population of the Study consisted of all ITF Instructors, Trainees that have attended ITF TSTP and Trainees' Immediate Supervisors in their places of work. Three thousand four hundred and forty (3440) respondents, drawn from various categories of the population were used as Sample for the Study.

The research design adopted was Cross-Sectional Survey Design. Two sets of Questionnaires were developed and used by the Researchers to generate data.

The instruments were validated by Subject Experts and Statisticians from the Industrial Training Fund. A Pilot Study was carried out to further validate the Questionnaires.

Thereafter, the main Study was carried out and face-to-face administration of Questionnaires was adopted by Research Officers and Research Assistants. Data obtained from the Questionnaires were then subjected to descriptive statistics to answer the research questions posed. Analysed data from the Research Questions were presented in Figures and Tables. Discussions of

findings were made and conclusions drawn within the confines of data generated and analysed. Recommendations and Suggestions for further Study were made.

4.2.1 Major Findings of the Study

- Objectives of ITF TSTP as perceived by Trainees were achieved at “High” level while, Instructors viewed achievements at “Average” level.
- The Training Method that is mostly employed during ITF TSTP as viewed by Trainees and Instructors was Lecture.
- Facilities and Equipment for ITF TSTP were available at “Average” level. However, “Power Supply” was found to be constant.
- Perception of Trainees and Instructors on ITF TSTP was positive with “High” mean scores.
- Majority of all categories of respondents believed that, ITF Short-term TSTP Certificate is recognized for “Further Training”, while the Long-term Certificate is recognized for “Further Training” and “Vocational Practice”.
- Majority of Trainees and Supervisors agreed that, they would recommend ITF TSTPs to other people.
- ITF TSTPs have improved performance levels of Trainees significantly as viewed by their Supervisors.
- Inadequate Capacity Building and Funding are seen to be the most impeding factors affecting the smooth running of ITF TSTPs.

4.3 CONCLUSION

The Study has filled a gap in knowledge about the impact of ITF TSTPs on Trainees in Nigeria using empirically derived data. It has also addressed the hitherto unmet need of discovering the extent to which the Objectives of ITF TSTPs are being met. Theoretical insights show that these Programmes have made a positive impact even though there is still room for improvement. Embedded in this finding also is the obvious fact that technical skills

development and up-grading, as well as careful planning, are required to attain expected standard by the Technical Skills Training Programmes of ITF. This awareness calls for improved collaboration and proactive adaptive strategies to make the programmes more effective.

In the light of the above, the Study emphasised the importance of adequate planning for successful implementation of Technical Skills Training Programmes by the Fund.

4.4 RECOMMENDATIONS

A Study of this magnitude must proffer pertinent recommendations because of the imperatives of Technical Skills to economic and National Development. This is much more required with the global trend in Science and Technology and the complex societal needs which demand new strategies to harness potentials of the entire citizenry. Furthermore, Nigerian Government and Stakeholders cannot continue to implement Technical Skills in an uncoordinated manner, concerted efforts need to be harnessed for executing a well-planned programme of intervention. Thus, the following recommendations are, made:

- The TSTPs should lay more emphases on aspects of Training such as: Carrying out breakdown maintenance of machinery and equipment, Carrying out preventive maintenance of machinery and equipment, Carrying out corrective maintenance of machinery and equipment and Diagnosing, detecting and repairing faults.
- More attention should be given to Practical Methods of Training delivery.
- There is need to ensure provision of adequate Facilities, Equipment and Tools for implementation of TSTPs, in order to achieve Objectives at desired levels.
- Training activities for both Long and Short-term TSTP should lay more emphases on practical examination, identification of faults, carrying out of Projects and on Field Study/Facility Tour.
- ITF should collaborate with regulatory Agencies such as National Board for Technical Education (NBTE) with a view to making Certificates issued by

Industrial Skill Training Centres (ISTCs) of the Fund recognized for career development.

- There is need for ITF to follow-up on Trainees to assess impact of the TSTPs on their performance in the workplace.
- Government should help ITF establish more Technical Skills Training Centres in the various Geo-Political Zones of the Nation.
- Government should promote and strengthen Research and Development (R&D) activities by providing Research Grants to relevant Agencies such as the National Planning Commission (NPC), National Bureau of Statistics (NBS) and the Industrial Training Fund (ITF) on regular basis.
- Federal Ministries of Education and Information and National Orientation Agency (NOA), in collaboration with Professional Associations should enlighten and sensitize the public on the importance of Technical, Vocation, Education and Training (TVET) as a veritable tool for National Development and the need for individuals to acquire employable skills.

4.5 SUGGESTIONS FOR FURTHER STUDIES

The dynamic nature of technical skills requirements in Nigeria, underscores the need for continuous study on the impact of ITF Technical Skill Training Programmes. This Study has, to a large extent, created a veritable baseline for further Studies on evaluation of TSTPs. It is, therefore, expected to generate further research interest in examining other dimensions of the issue in Nigeria. Thus, the Researchers suggest the following:

- An evaluation of the implementation of Skills Acquisition Programmes by the Fund.
- An examination of issues and problems affecting implementation of ITF TSTPs in Nigeria. This suggestion is made with the view that a proper understanding of real issues and problems on TSTP will go a long way towards resolving them while improving implementation prospects of the programme.
- An Appraisal of National Provisions in National Policies for Technical Skills Training Programme to discover its adequacy or otherwise vis-à-vis the

implementation strategies of respective stakeholders. This is expected to inform concrete generalisations and conclusions on the status of Technical Training Programmes in Nigeria.

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**FEDERAL REPUBLIC OF NIGERIA
INDUSTRIAL TRAINING FUND
EVALUATION OF ITF TECHNICAL SKILLS TRAINING PROGRAMMES
QUESTIONNAIRE FOR INSTRUCTOR**

INTRODUCTION

This study seeks to evaluate ITF Technical Skills Training Programmes. An honest response to these questions will be appreciated and treated with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION

1. Department/Area Office/Centre
2. Rank
3. a) Qualification at appointment with the ITF
- b) Course studied
4. a) Highest present qualification
- b) Course studied
5. Do you belong to your Professional Association? Yes No

SECTION B: TRAINING OBJECTIVES

6. Please, indicate the extent to which these Objectives were achieved during ITF Technical Skills Training programme by ticking as appropriate on a scale of 1-5 (1 being the lowest and 5 the highest).

TABLE 1: OBJECTIVES OF THE TRAINING PROGRAMME

S/N	OBJECTIVES	RATING				
		1	2	3	4	5
i.	Use of appropriate tools, machinery and equipment for a particular operation					
ii.	Application of proper safety practices in carrying out job related tasks					
iii.	Carrying out Breakdown maintenance of machineries and equipment					
iv.	Carrying out preventive maintenance of machinery and equipment					
v.	Carrying out Corrective maintenance of machineries and equipment					
vi.	Diagnosing, detecting and repair faults					
vii.	Performing simple assembly and fitting operations					
viii.	Repair and rectify faulty equipment					

7. State strategies utilized to achieve the objective of Technical Training carried out in your Office:

.....

8. Which of the following Training Methods were used to achieve the Training Objectives?

- a. Lecture
- b. Demonstration
- c. Role play
- d. Discussion
- e. Practical
- f. Facilitation
- g. Exhibition
- h. Facility tour
- i. Simulation
- j. Others (please specify):

SECTION C: EQUIPMENT AND FACILITIES

9. Please rate the extent to which equipment and facilities were available during the implementation of ITF Technical Skills Training Programmes on a scale of 1 – 5 (1 being the lowest and 5 being the highest).

TABLE 2: AVAILABILITY OF EQUIPMENT AND FACILITIES

S/N	EQUIPMENT AND FACILITIES	RATING				
		1	2	3	4	5
i.	Technical workshop.					
ii.	Computers.					
iii.	Internet facilities.					
iv.	Machines for practical.					
v.	Technical equipment.					
vi.	Tools for practical.					
vii.	Constant power supply.					
viii.	Personal Protective Equipment.					
ix.	Safety devices.					

SECTION D: PERCEPTION OF ITF TECHNICAL SKILLS TRAINING PROGRAMMES

10. Please indicate your perception of ITF Technical Skills Training Programme on a scale of 1 – 5 (1 being the lowest and 5 being the highest).

TABLE 3: PERCEPTION OF ITF TECHNICAL SKILLS TRAINING

S/N	PERCEPTIONS	RATING				
		1	2	3	4	5

S/N	PERCEPTIONS	RATING				
		1	2	3	4	5
i.	ITF Technical Skills Training is well implemented.					
ii.	Adequacy of consumable materials for practical.					
iii.	There are enough skilled Instructors to run the programme.					
iv.	Adequate equipment and facilities are available for training.					
v.	Adherence to the ratio of Theory and Practical in the training programme.					
vi.	Theoretical and Practical methods are employed in the Technical Training.					
vii.	The Modules of the Training are adequate.					
viii.	Skills acquired are relevant.					

SECTION E: CHALLENGES OF IMPLEMENTING ITF TECHNICAL SKILLS TRAINING PROGRAMMES

11. Please rate the extent to which the following challenges affect the implementation of ITF Technical Skills Training Programme on a scale of 1 – 5 (1 being the lowest and 5 being the highest).

TABLE 4: CHALLENGES OF IMPLEMENTING ITF TECHNICAL SKILLS TRAINING PROGRAMME

S/N	CHALLENGES	Rating				
		1	2	3	4	5
i.	Inadequate planning for Programme implementation.					
ii.	Inadequate capacity building for Instructors.					
iii.	Inadequate funds to implement the programme.					
iv.	Inadequate equipment and facilities for the programme.					
v.	Lack of post-evaluation of the programme.					
vi.	Absence of training policies in Organizations.					
vii.	Lack of support for Skills Training by Management of other Organizations.					

12. List and rate other challenges that impede proper implementation of ITF Technical Skills Training Programme?

S/N	OTHER CHALLENGES	Rating				
		1	2	3	4	5
i.						
ii.						

iii.						
iv.						
v.						

SECTION F: TRAINING ACTIVITIES

13. Please indicate the activities that were carried out during the **Long Term (Above 3 months Training)** Technical Skills Training Programme. (Please, tick as appropriate).

- i. Orientation of Trainees
- ii. Written Examination (Theoretical component)
- iii. Practical Examination(Practical component)
- iv. Attachment of Trainee
- v. Trainee Project
- vi. Field Study/Facility tour
- vii. Identification of Machine components
- viii. Diagnosis of faults
- ix. Identification of faults
- x. Repairing and rectification of equipment
- xi. Award of Certificate of Attendance
- xii. Award of Certificate of Competency to Trainees
- xiii. Others (Please specify)

14. Please indicate the activities that were carried out during the **Short Term (3 – 5 days Training)** Technical Skills Training Programme. (Please, tick as appropriate).

- i. Orientation of Trainees
- ii. Written Examination (Theoretical component)
- iii. Practical Examination(Practical component)
- iv. Identification of Machine components
- v. Diagnosis of faults
- vi. Identification of faults
- vii. Repairing and rectification of equipment
- viii. Award of Certificate of Attendance
- ix. Others (Please specify)

SECTION G: ACCEPTANCE OF ITF TECHNICAL TRAINING PROGRAMME

15. The Certificate of Attendance (**3-5 days Training**) is recognized for:

(Tick as appropriate)

- a. Employment
- b. Further Training
- c. Further Education
- d. Vocational Practice
- e. Others please specify.....

16. The Certificate of Competence (**Above 3 months Training**) is recognized for:

(Tick as appropriate)

- a. Employment
- b. Further Training
- c. Further Education
- d. Vocational Practice
- e. Others please specify.....

**FEDERAL REPUBLIC OF NIGERIA
INDUSTRIAL TRAINING FUND
EVALUATION OF ITF TECHNICAL SKILLS TRAINING PROGRAMMES
QUESTIONNAIRE FOR TRAINEES**

INTRODUCTION

This study seeks to evaluate ITF Technical Skills Training Programmes. An honest response to these questions will be appreciated and treated with utmost confidentiality.

PART ONE: TRAINEE

SECTION A: BACKGROUND INFORMATION

1. Name of Organization
2. Address
3. Gender: Male Female
4. Age
5. Educational Qualification
6. List ITF Technical Training Programme Attended between 2006 and 2010

TABLE 1: TRAINING PROGRAMMES ATTENDED BY TRAINEE

Year	Programme Title	Duration

SECTION B: TRAINING OBJECTIVES

7. Please, indicate the extent to which these Objectives were achieved after participating in an ITF Technical Skills Training programme by ticking as appropriate on a scale of 1-5 (1 being the lowest and 5 the highest).

TABLE 2: OBJECTIVES OF THE TRAINING PROGRAMME

S/N	OBJECTIVES	RATING				
		1	2	3	4	5
i.	Use of appropriate tools, machinery and equipment for a particular operation					
ii.	Application of proper safety practices in carrying out job related tasks					
iii.	Carrying out Breakdown maintenance of machineries and equipment					
iv.	Carrying out preventive maintenance of machinery and equipment					
v.	Carrying out Corrective maintenance of machineries and equipment					
vi.	Diagnosing, detecting and repair faults					
vii.	Performing simple assembly and fitting operations					

viii	Repair and rectify faulty equipment					
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8. Which of the following Training Methods were used to achieve the Training Objectives?

- a. Lecture
- b. Demonstration
- c. Role play
- d. Discussion
- e. Practical
- f. Facilitation
- g. Exhibition
- h. Facility tour
- i. Simulation
- j. Others (please specify):

SECTION C: EQUIPMENT AND FACILITIES

9. Please rate the extent to which equipment and facilities were available during the implementation of ITF Technical Skills Training Programmes on a scale of 1 – 5 (1 being the lowest and 5 being the highest).

TABLE 3: AVAILABILITY OF EQUIPMENT AND FACILITIES

S/N	EQUIPMENT AND FACILITIES	RATING				
		1	2	3	4	5
i.	Technical workshop.					
ii.	Computers.					
iii.	Internet facilities.					
iv.	Machines for practical.					
v.	Technical equipment.					
vi.	Tools for practical.					
vii.	Constant power supply.					
viii.	Personal Protective Equipment.					
ix.	Safety devices.					

SECTION D: PERCEPTION OF ITF TECHNICAL SKILLS TRAINING PROGRAMMES

10. Please indicate your perception of ITF Technical Skills Training Programme on a scale of 1 – 5 (1 being the lowest and 5 being the highest).

TABLE 4: PERCEPTION OF ITF TECHNICAL SKILLS TRAINING

S/N	PERCEPTIONS	RATING				
		1	2	3	4	5
i.	ITF Technical Skills Training is well implemented.					

S/N	PERCEPTIONS	RATING				
		1	2	3	4	5
ii.	Adequacy of consumable materials for practical.					
iii.	There are enough skilled Instructors to run the programme.					
iv.	Adequate equipment and facilities are available for training.					
v.	Adherence to the ratio of Theory and Practical in the training programme.					
vi.	Theoretical and Practical methods are employed in the Technical Training.					
vii.	The Modules of the Training are adequate.					
viii.	Skills acquired are relevant.					

SECTION E: TRAINING ACTIVITIES

11. Please indicate the activities that were carried out during the **Long Term (Above 3 months Training)** Technical Skills Training Programme. (Please, tick as appropriate).

- i. Orientation of Trainees
- ii. Written Examination (Theoretical component)
- iii. Practical Examination (Practical component)
- iv. Attachment of Trainee
- v. Trainee Project
- vi. Field Study/Facility tour
- vii. Identification of Machine components
- viii. Diagnosis of faults
- ix. Identification of faults
- x. Repairing and rectification of equipment
- xi. Award of Certificate of Attendance
- xii. Award of Certificate of Competency to Trainees
- xiii. Others (Please specify)

12. Please indicate the activities that were carried out during the **Short Term (3 – 5 days Training)** Technical Skills Training Programme. (Please, tick as appropriate).

- x. Orientation of Trainees
- xi. Written Examination (Theoretical component)
- xii. Practical Examination (Practical component)
- xiii. Identification of Machine components
- xiv. Diagnosis of faults
- xv. Identification of faults
- xvi. Repairing and rectification of equipment
- xvii. Award of Certificate of Attendance
- xviii. Others (Please specify)

SECTION F: ACCEPTANCE OF ITF TECHNICAL TRAINING PROGRAMME

13. The Certificate of Attendance (**3-5 days Training**) is recognized for:

(Tick as appropriate)

- f. Employment
- g. Further Training
- h. Further Education
- i. Vocational Practice
- j. Others please specify.....

14. The Certificate of Competence (**Above 3 months Training**) is recognized for:

(Tick as appropriate)

- f. Employment
- g. Further Training
- h. Further Education
- i. Vocational Practice
- j. Others please specify.....

15. Would you recommend ITF Technical Skills Training programmes to your colleagues or relations?

- a. Yes
- b. No
- c. Maybe

PART TWO: IMMEDIATE SUPERVISOR

SECTION A: PERFORMANCE RATING

16. Please, rate the performance of the staff before and after attending the ITF Technical Programme in the following areas. Tick as appropriate on a scale of 1-5 (*1 being the lowest and 5 the highest*).

S/N	PERFORMANCE	Before the Programme					After the Programme				
		1	2	3	4	5	1	2	3	4	5
i.	Use of appropriate tools, machinery and equipment for a particular operation										
ii.	Application of proper safety practices in carrying out job related tasks										
iii.	Carrying out Breakdown maintenance of machineries and equipment										
iv.	Carrying out preventive maintenance of machinery and equipment										
v.	Carrying out Corrective maintenance of machineries and equipment										
vi.	Diagnosing, detecting and repair faults										
vii.	Performing simple assembly and fitting operations										
viii.	Repair and rectify faulty equipment										

SECTION B: ACCEPTANCE OF ITF TECHNICAL TRAINING PROGRAMME

17. The Certificate of Attendance (**3-5 days Training**) is recognized for:

(Tick as appropriate)

- k. Employment
- l. Further Training m.
- Further Education n.
- Vocational Practice
- o. Others please specify.....

18. The Certificate of Competence (**Above 3 months Training**) is recognized for:

(Tick as appropriate)

- k. Employment
- l. Further Training m.
- Further Education n.
- Vocational Practice
- o. Others please specify.....

19. Would you recommend ITF Technical Skills Training programmes to your colleagues or relations?

- a. Yes
- b. No
- c. Maybe