

AN
APPRAISAL OF SKILL ACQUISITION CENTRES IN NIGERIA

BY

RESEARCH & CURRICULUM DEVELOPMENT DEPARTMENT
(R&CDD)

INDUSTRIAL TRAINING FUND (ITF)
HEADQUARTERS, JOS

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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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Abstract

The purpose of this Study was to appraise Skills Acquisition Centres in Nigeria and identify implications for industrial development. To facilitate generation of data, the Study explored the following: Vocational Trades obtainable at the Skills Acquisition Centres, Vocational Trades in Demand, availability of equipment and facilities, availability of curriculum,

- a. Gauge the perception of trainees on Skills Acquisition Centres.*
- b. Highlight the challenges of the operation of Skills Acquisition Centres.*
- c. Identify how trainees are motivated during the programme.*
- d. Identify how trainees are employed after their training programmes.*

Ascertain the extent to which objectives of Skill Acquisition programme are being achieved

Objectives of the Training Programmes, Participants Performance Levels, Training Methods, Facilities and Equipment, Perception on ITF Training Programmes, Factors that Impede the Implementation of ITF Training Programmes and Acceptance of ITF Training Programmes. From these, six Research Questions were posed. Target population of the Study consisted of all ITF Training Development Officers and Trainees of ITF Training Programmes. Three thousand two hundred and ninety nine (3299) respondents, drawn from two 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 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 Training Programmes were achieved at “High” level; ITF Training Programmes have improved Participants’ performance levels on their jobs; Irregular conduct of Identification of Training Needs is an inhibiting factor on the impact of ITF Training Programmes. Finally, it was recommended that ITF should regularly carry out Identification of Training Needs (ITN) and Post-Evaluation for its Client Organisations and review its Training packages.

PART ONE

1.1 Introduction

The symbiotic relationship between industrial development and availability of relevantly skilled individuals emphasises the need for possession of relevant skills. Coupled with advancement in technology and the knowledge-based economy which has brought in its stride globalisation, new geopolitical relationships, increased market competition and a flurry of activities, the demand for highly skilled workforce has become acute. Consequently, acquisition of relevant skills by citizens of nations is stressed as one of the critical factors for industrial and by extension, economic development. Mba (2008) asserts that for any nation in search of high level of industrialisation to succeed, provision of relevant skills must be given serious consideration.

It follows, therefore, that as part of the key indices necessary for adequate national development, ability for improvement and sustenance of socio-economic development must be predicated on development of competent skills. This should be followed by establishment of structures and processes for transferring such skills and competencies from one group of workers to another and from one generation to another.

This fact holds particularly true for a developing nation like Nigeria which is still grappling with issues of insecurity, unemployment and underemployment. Skills acquisition is key to reduction of high rate of poverty, unemployment and insecurity as well as low level of technological development in the society. It is one of the proactive ways of ensuring the survival of individuals and invariably, economic growth and development of the nation. Afeti (2009) affirms that skill

acquisition has emerged as one of the most effective development strategies that African countries need to embrace in order to train and modernise the technical workforce for rapid industrialisation and national development. Eket (2009) also asserts that adequate management of employment challenges in Nigeria will have to be based, to a large extent, on a sustained strategy and policy that empower the citizens to acquire relevant skills to become self-reliant. It is clear that without economic stability at individual and societal levels, there will not be sustainable peace and without peace, national security will be undermined and development hampered.

In recognition of these facts, successive Nigerian Governments have put in place several policies, strategies and programmes and also established many agencies aimed at assisting citizens acquire employable skills to become economically stable. Among the agencies include the National Directorate of Employment (NDE), National Poverty Eradication Programme (NAPEP). Many Schemes have also been initiated to reduce poverty rates and create wealth amongst which are National Economic Empowerment Development Strategy (NEEDS), State Economic Empowerment Development Strategy (SEEDS), Local Economic Empowerment Development Strategy (LEEDS), New Partnership for Africa's Development (NEPAD) and a host of others. Moreover, Private individuals and Faith Based Organisations have also been provided the enabling environment to establish Skills Acquisition Centres to assist individuals acquire relevant vocational and technical skills.

Unfortunately, it is sad to note that in spite of all the efforts, skill level has not been adequately enhanced, neither have Skill-Gaps been bridged nor expected

jobs created as unemployment is still rife in the country. Lending credence to this fact, members of the Organised Private Sector (OPS), Nigeria Employers Consultative Association (NECA), Manufacturers Association of Nigeria (MAN), Nigerian Association of Chamber of Commerce, Industry, Mines and Agriculture (NACCIMA) have at one time or the other expressed doubts about skill level of Nigeria's manpower and its ability to drive the economy. This is evident in the importation of Artisans and Craftsmen such as Welders, Masons, Tillers and Plumbers, to mention a few, from nations in the West African Region.

From the foregoing discussion, it would appear that current strategies in addressing issues of skills training remain ineffective. The Skill Training Centres appear not to be offering training at required level. In light of the above, it is evident that an appraisal of Skills Acquisition Centres in Nigeria is required to enable stakeholders establish the exact position of training in these Centres, with a view to identifying appropriate course of action on the way forward. This Study, therefore, sets out to appraise Skills Acquisition Centres in Nigeria and draw implications for Industrial Development.

1.2 Statement of Problem

In spite of efforts of Individuals, Faith Based Organisations and the Federal Government in establishing Skills Acquisition Centres, it is regrettable that skill level is still low and unemployment rife in Nigeria. Clearly, mass unemployment is still a feature of Nigerian economy, such that reducing it is one of the prime concerns of Government at all levels. According to Central Intelligence Agency (CIA) World Factbook Demographic Statistics (2011), cited in Ikem (2011) about 55.9% of Nigerians between the ages 15-64 (most vibrant and active population)

are jobless. Similarly, the National Bureau of Statistics (2012) reports that national unemployment rate increased to 23.4% in 2012 compared to 21.1% in 2010 and 19.7% in 2009. This is of concern to many analysts and economists as the figures increasingly suggest dwindling utilisation of Human Resource at the nation's disposal.

Even though, the place of skills acquisition for self-reliance and sound productivity in the society cannot be over emphasised, it is important to note that participation in a Skill Acquisition Programme, graduating and getting a paper certificate is not all that matters. Equally of importance, is the quality of the training and its output, the skill acquisition process, infrastructure, equipment and trainees' interest. Mere positioning of Centres for political reasons is not enough.

The need for this Study is underscored by the emphasis of the Transformation Agenda of the current Government on employment generation, wealth creation and poverty eradication. This underlines the issue of regular monitoring and evaluation of Skills Acquisition Centres in Nigeria. It also brings to fore such issues as to whether the contents of the curricular for the Centres are adequate and what challenges they face. This Study, therefore, seeks to provide answers to some of the issues raised and proffer recommendations.

1.3 Purpose of the Study

The main thrust of the Study is to appraise Skills Acquisition Centres in Nigeria and identify implications for industrial development. Specific objectives of the Study include:

- e. Identify various Vocational Trades obtainable at the Skills Acquisition Centres.
- f. Identify Vocational Trades in Demand in the Skills Acquisition Centres.
- g. Assess availability of equipment and facilities at the Skills Acquisition Centres.
- h. Assess availability of curriculum in training at the Skills Acquisition Centres.
- i. Gauge the perception of trainees on Skills Acquisition Centres.
- j. Highlight the challenges of the operation of Skills Acquisition Centres.
- k. Identify how trainees are motivated during the programme.
- l. Identify how trainees are employed after their training programmes.
- m. Ascertain the extent to which objectives of Skill Acquisition programme are being achieved.

1.4 Research Questions

The following research questions are formulated to facilitate the Study:

- a. What are the various Vocational Trades obtainable at Skills Acquisition Centres?
- b. Which are the Vocational Trades in Demand in Skills Acquisition Centres?
- c. Are equipment and facilities in the Skills Centres adequate?
- d. What curriculum is employed in Skills Acquisition Centres?
- e. What is the perception of trainees on Skills Acquisition Centres?
- f. What are the operational challenges of Skills Acquisition Centres?
- g. How are trainees motivated in the programme?
- h. How are trainees employed after their skills training programme?

- i. To what extent are objectives of Skill Acquisition Programme achieved?

1.5 Significance of the Study

Findings of this Study will assist in highlighting issues that affect the operational framework for implementing effective Skills Acquisition Programmes at the various Skills Acquisition Centres in Nigeria. This will raise more awareness of the importance of Skills Acquisition in moving the nation forward and help the Government and Stakeholders in repositioning the Skill Acquisition Centres.

For the Agencies on whom the responsibility for the success or otherwise of Skills Acquisition Centres rest, findings of the Study will equip them in developing strategies for channeling their resources for effective and efficient operation. They would gain useful information for tailoring their curriculum to meet the needs of the society. The result will also help to enlighten them on how they can provide enabling environments for Trainees to help them develop to their optimum capacities.

Furthermore, the society will, therefore, benefit immensely from the results of this study since incidences of unactualized potentials and low level of acquisition of technical skills are expected to be reduced.

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: Research Design, Population of the Study, Sample and Sampling Techniques, Instruments for Data Collection, Methods of Data Analysis and Research Ethics.

2.2 Research 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 constituted 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 as identified by Researchers:

- Coordinators or Directors of Skills Acquisition Centres in Nigeria.
- Instructors of Skills Acquisition Centres in Nigeria.
- Trainees of Skills Acquisition Centres in Nigeria.

The Distribution of the Population is presented in Figure1

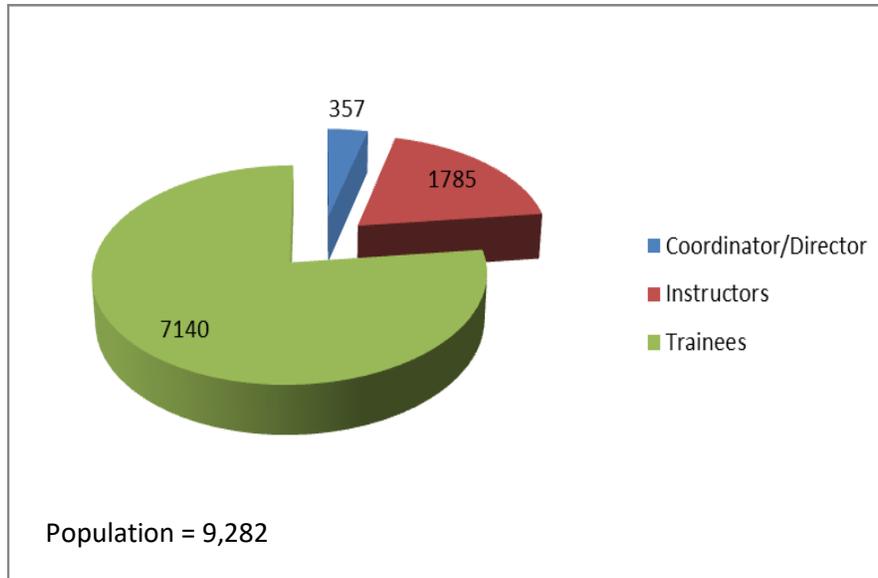


Figure 1: Distribution of Population by Category and Number

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 clusters and a random sample of these clusters is selected. When the drawing of sample is however, made in three or more stages, it is referred to as Multi-Stage Cluster sampling.

In this Study, a Multi-Stage Cluster Sampling procedure was adopted. The six Geo-political Zones constituted the basis for the Cluster Sampling and half of the total number of States in each Geo-political Zone was selected. This gave a total of eighteen (18) States and the FCT.

Furthermore, all the Skills Acquisition Centres identified in the eighteen (18) States and Federal Capital Territory (FCT) were listed. From the list, random selections were made in drawing sample for all categories of respondents.

The Distribution of the Sample is presented in Figure 2

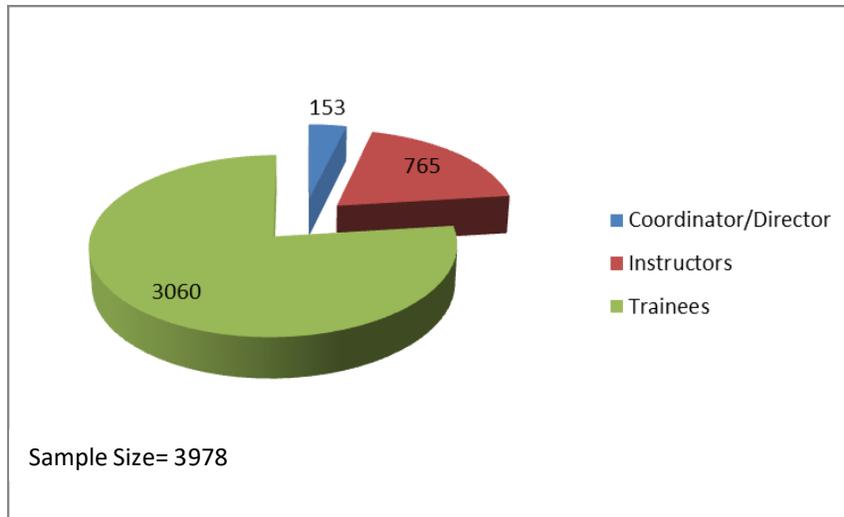


Figure 2: Distribution of Sample by Category and Number

2.5 Instrument for Data Collection

The Instrument used in gathering data for the Study was the questionnaire. Three sets of questionnaires were developed for the different categories of respondents. They are titled as follows:

- i. Questionnaire on Appraisal of Skill Acquisition Centres in Nigeria for Coordinator (QASACNC).
- ii. Questionnaire on Appraisal of Skill Acquisition Centres in Nigeria for Instructors (QASACNI).
- iii. Questionnaire on Appraisal of Skill Acquisition Centres in Nigeria for TRAINEE (QASACNT).

2.6 Methods of Data Analysis and Interpretation

Data analysis was based on Research questions. Data collected were in raw form before they were compiled, tallied and coded on computer sheets. All completed questionnaires were also manually edited to detect skips, errors and accuracy of data entry.

Quantitative data in the questionnaires were coded using Statistical Product and Service Solutions (SPSS) while qualitative data were subjected to content analysis. Simple Means and Percentages were used to analyse data collected.

The interpretation of results was based on a Four (4) Point modified Likert rating scale as shown in Table 1.

Table 1: Rating Scale and its Interpretation

| Range of Mean Score | Interpretation |
|----------------------------|-----------------------|
| 0.00 – 1.49 | Strongly Agree |
| 1.50 – 2.49 | Agree |
| 2.50 – 3.49 | Disagree |
| 3.50 – 4.00 | Strongly Disagree |

2.7 Research Ethics

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

In order to further strengthen the validity of the instruments, they were administered in a Pilot Study. The Pilot Study was carried out on a small sample of respondents who did not participate in the main Study. This was done in order to discover:

- How the respondents would react to items in the questionnaire.
- Whether the questions were clear enough and could easily be understood.

- Whether there was need to include more questions in certain areas.
- Whether there were some personal questions which they would not like to respond to and;
- To determine the workability of the proposed methods of data analysis for the Study.

After the Pilot Study, the instruments were further refined and made easier for comprehension by the respondents.

With the instruments 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 briefed on the Purpose of the Study, reasons why the areas were selected and how to administer questionnaires. The Researchers and their Assistants then went to selected Skills Acquisition Centres to administer the questionnaires.

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 results from data collected for the Study. These are discussed under the following sub-topics; Vocational Trades obtainable at the Skills Acquisition Centres, Vocational Trades in demand, availability of equipment and facilities, availability of curriculum, perception of trainees on Skills Acquisition Centres, operational challenges of Skills Acquisition Centres, how trainees are motivated for the programme, how trainees are employed after their training programmes and the extent to which objectives of Skills Acquisition Programme are achieved.

3.2 Vocational Trades obtainable at the Skills Acquisition Centres

This Section presents and discusses Vocational Trades obtainable at various Skill Acquisition Centres. The result is as presented in Table 2.

Table 2: List of Vocational Trades

| S/N | Vocational Trades |
|-----|-------------------|
| 1 | Arts and Crafts |
| 2 | Auto Fitting |
| 3 | Auto Mechanical |
| 4 | Autotronics |
| 5 | Bakery |
| 6 | Barbing |
| 7 | Battery Charging |
| 8 | Car Wash |
| 9 | Carpentry |
| 10 | Crop Production |

| S/N | Vocational Trades |
|------------|--|
| 11 | Cosmetology |
| 12 | Decoration |
| 13 | Driving |
| 14 | Electrical Installation |
| 15 | Fashion Design |
| 16 | Fishery |
| 17 | Hair Dressing |
| 18 | Hat Making |
| 19 | Catering |
| 20 | Hotel Management |
| 21 | Information Communication and Technology (ICT) |
| 22 | Leather Works |
| 23 | Livestock Rearing |
| 24 | Masonry |
| 25 | Metal Work |
| 26 | Office Technology and Management |
| 27 | Perfume Making |
| 28 | Photography |
| 29 | Pomade Making |
| 30 | Printing |
| 31 | Refrigeration or Air-conditioning |
| 32 | Satellite Dish Installation |
| 33 | Shoe Making |
| 34 | Soap Making |
| 35 | Spray Painting |
| 36 | Tie and Dye |
| 37 | Upholstery |
| 38 | Welding |
| 39 | Wood Works |

Table 2, shows that 39 Vocational Trades were obtainable in Skill Acquisition Centres in Nigeria as at the time of the Study

3.3 Vocational Trades in Demand in Skills Acquisition Centres

This Section presents and discusses Vocational Trades in Demand at various Skill Acquisition Centres according to the six (6) Geo-Political Zones in Nigeria. The result is as presented in Table 3.

Table 3: Vocational Trades in Demand by Geo-Political Zones

| S/N | GEO-POLITICAL ZONE | VOCATIONAL TRADE IN DEMAND |
|-----|--------------------|--|
| 1 | North-Central | Hair Dressing |
| | | Fashion Design |
| | | Information Communication and Technology |
| | | Welding |
| 2 | North – East | Information Communication and Technology |
| | | Catering |
| | | Auto Mobile Mechanic |
| | | Welding |
| | | Hair Dressing |
| | | Fashion Design |
| | | Carpentry |
| 3 | North – West | Fashion Design |
| | | Information Communication and Technology |
| | | Carpentry |
| | | Auto Mechanical |
| | | Metal Works |
| | | Hair Dressing |
| | | Welding |
| 4 | South – East | Information Communication and Technology |
| | | Catering |
| | | Metal Work |

| S/N | GEO-POLITICAL ZONE | VOCATIONAL TRADE IN DEMAND |
|------------|---------------------------|--|
| | | Welding |
| | | Fishery |
| | | Cosmetology |
| 5 | South – South | Catering |
| | | Metal Work |
| | | Welding |
| | | Information Communication and Technology |
| | | Fashion Design |
| | | Hair Dressing |
| 6 | South – West | Information Communication and Technology |
| | | Electrical Installation |
| | | Hair Dressing |
| | | Soap |
| | | Tie and Dye |
| | | Fashion Design |
| | | Welding |
| | | Metal Works |
| | | Automobile Mech. |

Table 3 shows that there are Thirteen (13) Vocational Trades in demand at various Skill Acquisition Centres. Among these, Information Communication and Technology (ICT) and Welding cut across all the Geo-Political Zones while Hair Dressing and Fashion Design are obtainable in five (5) of the Geo-Political Zones. The implication is that, concerted effort should be made to either expand existing or create more Centres that will take care of trades that are in demand in the Zones.

3.4 Qualification of Instructors

This section presents and discusses data obtained on qualification of the Instructors. Data for discussion were analysed using percentages and the result of the analysis is as presented in Figure 3

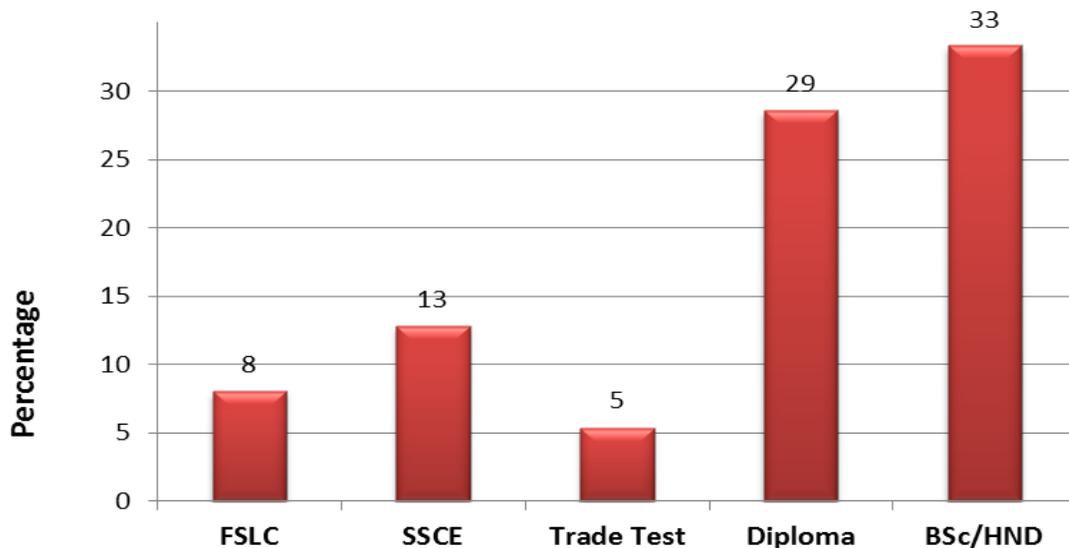


Figure 3: Qualification of Instructor

Result from Figure 3 shows that 33% of the instructors have BSc/HND Certificate, 29% have Diploma Certificate and the least is Trade test certificate with 5%. The obvious fact that can be inferred from the results is that, most Instructors do not possess Trade Test Certificate needed in Skills Acquisition Centres but academic qualification.

3.5 Availability of Equipment and Facilities at the Skills Acquisition Centres

This section presents and discusses data obtained on availability of Equipment and Facilities. Data for discussion were analysed using simple mean and the result of the analysis is as presented in Table 4.

Table 4: Availability of Equipment and Facilities

| S/N | Facilities and Equipment | Instructor's Rating | Trainee's Rating | Coordinator's Rating | Mean of Mean | Interpretation |
|-----|--|---------------------|------------------|----------------------|--------------|----------------|
| 1 | Training Workshops are adequate | 3.16 | 3.27 | 3.06 | 3.16 | Agree |
| 2 | Training Equipment are readily | 3.13 | 3.18 | 3.24 | 3.18 | Agree |
| 3 | Machines for practicals are adequate | 3.02 | 3.02 | 2.89 | 2.98 | Agree |
| 4 | Tools for practicals are available | 3.10 | 3.14 | 3.09 | 3.11 | Agree |
| 5 | Power supply (PHCN, Generator) for Training is readily available | 2.91 | 2.98 | 2.81 | 2.90 | Agree |
| 6 | There are Personal Protective Equipment (PPE) that protect one from injuries during practicals | 2.75 | 2.71 | 2.64 | 2.70 | Agree |
| 7 | Safety devices (e.g. fire extinguisher, sand bucket, among others) are available | 2.69 | 2.71 | 2.63 | 2.68 | Agree |
| 8 | Materials for Practicals are made available | 3.07 | 3.01 | 3.12 | 3.07 | Agree |

From Table 4, respondents agreed to all suggested variables on availability of Facilities and Equipment at the Skills Acquisition Centres with the general Mean Scores ranging from 2.68 to 3.18. However, availability of “*Safety Devices*” is the lowest with mean score of 2.68. The second lowest variable is “*Personal Protective Equipment (PPE)*” with mean score of 2.70. This implies that safety devices and personal protective equipment are not adequate in Skills Acquisition Centres.

Furthermore, availability of “*Training Equipment*” is the highest with mean score of 3.18 followed by availability of “*Training Workshop*” with mean score of 3.16. This indicates that the skills acquisition centres are not performing badly in these area.

3.6 Availability of Curriculum, Modules, Scheme of Work and Training Methods Employed in the Skills Acquisition Centres

This section presents and discusses results of data obtained on availability of Curriculum, Modules and Scheme of Work in the Skills Acquisition Centres. It also discusses the Training Methods employed and the ratio of Practical to Theory in training in the Skills Acquisition Centres. Data obtained were analysed using percentages and the results are as presented in Figures 4 to 13.

3.6.1 Availability of Curriculum in the Skills Acquisition Centres

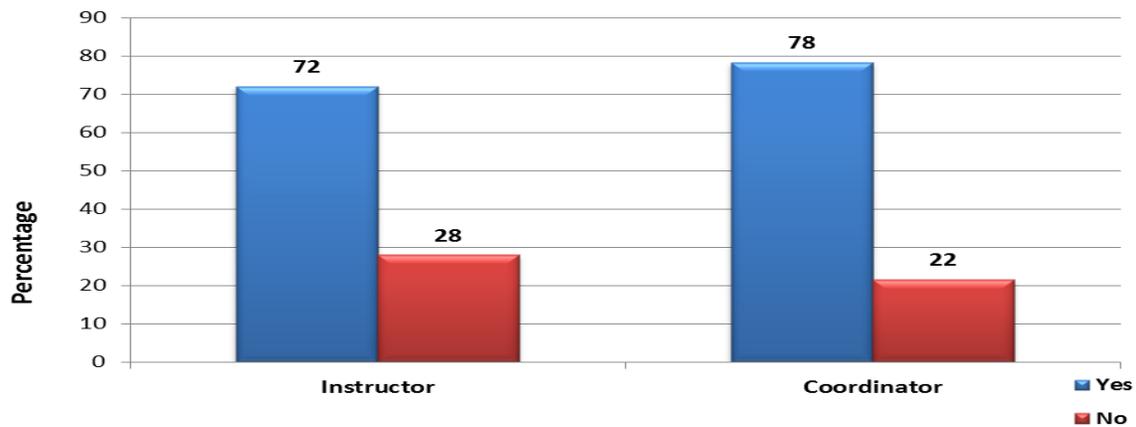


Figure 4: **Availability of Curriculum**

Figure 4 shows Instructors and Co-ordinators views on availability of Curriculum for use in the Skill Acquisition Centres. From the results, it is established that both categories of respondents are in agreement that Curriculum is in use in their Training Centres with 72% and 78% of Instructors and Co-ordinators respectively indicating so. The remaining 28% and 22% however, show that they do not have any Curriculum. This implies that training is not carried out in any systematic manner but rather subject to Instructors' whims. Considering the vital role of Curriculum in a learning process, it is clear that when it is not employed, skills may not be speedily acquired. It is also apparent that level of skills obtained may not

be up to standard because training is carried out based on what the Instructor knows and thinks.

Further enquiry was made to discover who developed the Curriculum in use by the Skills Acquisition Centres. Results as presented in figure 5 show that the Curriculum is developed independently by Instructors in Training Centres, with 41% of respondents indicating so, followed by National Business and Technical Examination Board (NABTEB) (20%), State Government (9%), and others (10%). The implication is that there is no standardised Curriculum in use for training by the Skills Acquisition Centres. It is not surprising, therefore, that work of many Nigerian craftsmen do not meet expected standard.

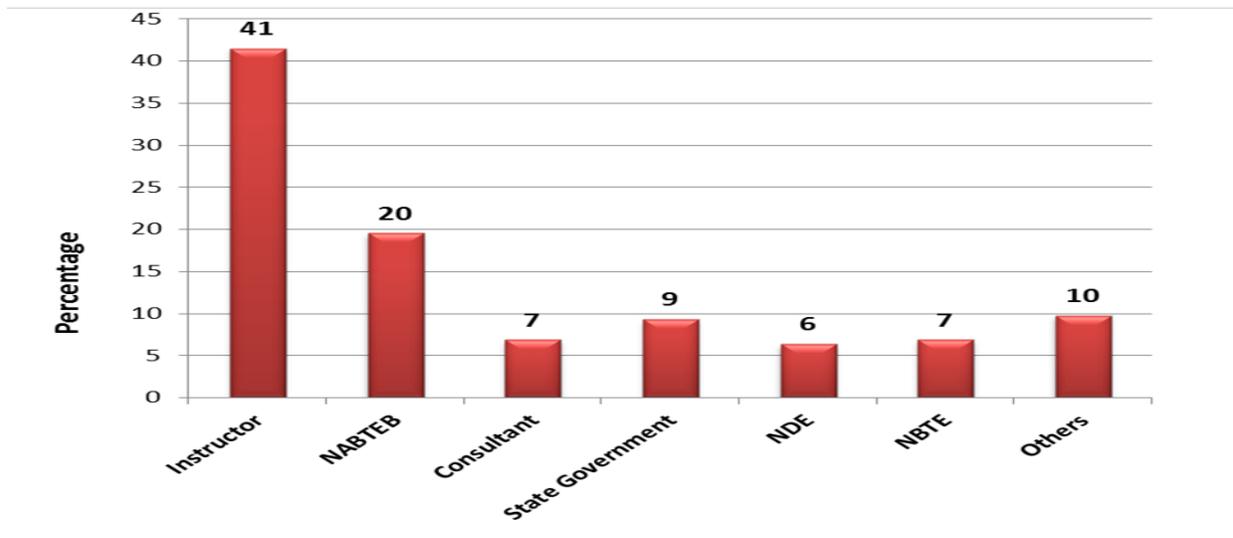


Figure 5: Agencies that Developed Curriculum in Skill Acquisition Centres

The Researchers also deemed it necessary to discover if available curriculum at the Centres were adequate. Results obtained show that of the 72% of Instructors who reported that they use curriculum in their Training Centres, 62% agreed that the curriculum were adequate while 38% said they were not. The result is as presented in figure 6.

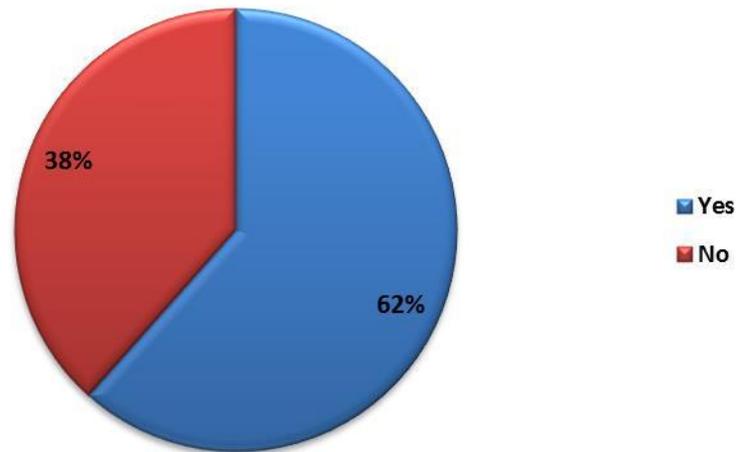


Figure 6: Adequacy of Curriculum

3.6.2 Development of Scheme of Work

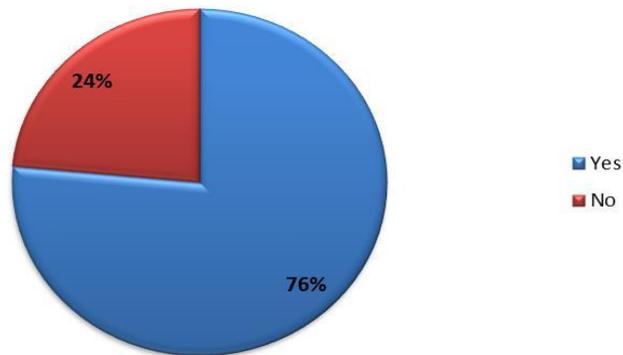


Figure 7: Development of Scheme of Work

Figure 7 shows Instructors' view on availability of Scheme of Work at the Skills Training Centres. Results indicate that 76% of Instructors agree that scheme of work is available while the remaining 24% reported that it is not available. Even though results are encouraging, it is sad to note that 24% of Instructors train

without a Scheme of Work. This implies that they do not organise their lessons and so may not provide adequate guide to assist trainees acquire relevant skills. This is because ideally training ought to be planned and conducted in a systematic manner for learning to occur.

Further analysis to discover who developed the Scheme of Work revealed that it is developed by individual Instructors.

3.6.3 Availability of Modules

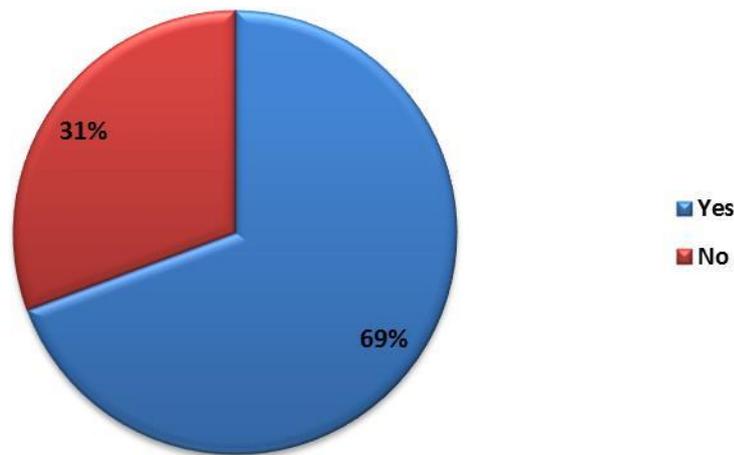


Figure 8: Availability of Modules

Figure 8 shows the Instructors' responses on availability of Modules for the trade areas. Results presented indicate that 69% of the Instructors have Modules while 31% do not.

3.6.3.1 Sequential Application of Modules

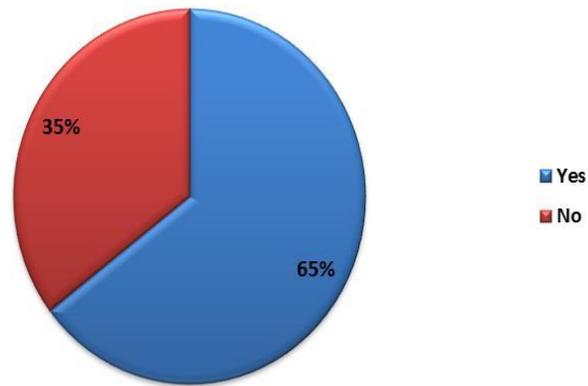


Figure 9: Sequential Application of Modules

Further probing on the issue of sequential application of Modules showed that 65% of Instructors agreed that they apply them sequentially while 35% do not apply them(see figure 9).The fact that 35% of Instructors do not sequentially follow Modules show a danger signal that is not healthy for acquisition of Skills in the Centres. It would mean that either the Modules are not well developed or that the Instructors do not understand what they are doing since learning has a procedure and should be from simple to complex. Could it be that the modules are not well structured or that the Instructors cannot interpret them correctly?

3.6 .4 Training Methods Employed

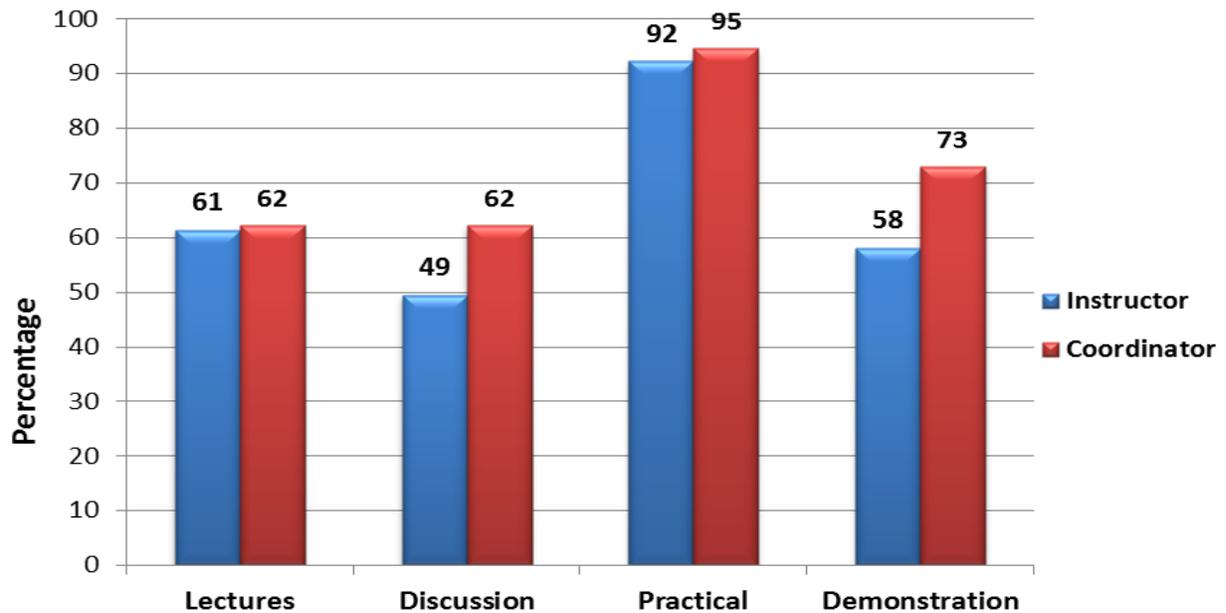


Figure 10: Training Methods

From the Figure 10: it is seen that Instructors employ a number of Training Methods which include Lectures, Discussion, Practical and Demonstration. The results are encouraging because trainees learn best through varying learning styles and if training must meet individual needs in an expeditious manner, arrangements must be made to provide training that accommodates these styles. However, the most employed Training Method is the Practical with both the Instructors (92%) and Coordinators (95%) agreeing to its use. This is quite heart-warming because Skills Acquisition Centres are supposed to help trainees acquire skills and without Practical sessions, they may not readily acquire the skills with ease.

To substantiate respondents' views on the Training Methods mostly employed, further enquiry on the ratio of Practical to Theory was made. Results are as presented in Figure 11 and show that 34% and 35% of Instructors and Coordinators respectively agree they apply ratio of 70:30, while 31% of both categories of respondents apply ratio of 80:20 in their training. This affirms the fact that Practical aspects are given more attention than the Theoretical and conforms to recommended standard in the ratio of Practical to Theory for technically oriented training programmes.

In spite of these results, it is sad to note that some Instructors (15%) and Coordinators (9%) are still unaware of the recommended standard and so report 50:50 ratio of Practical to Theory. Similarly, 15% and 23% of the respondents report that the ratio is 60:40. Results on ratio of Practical to Theory are presented in figure 11.

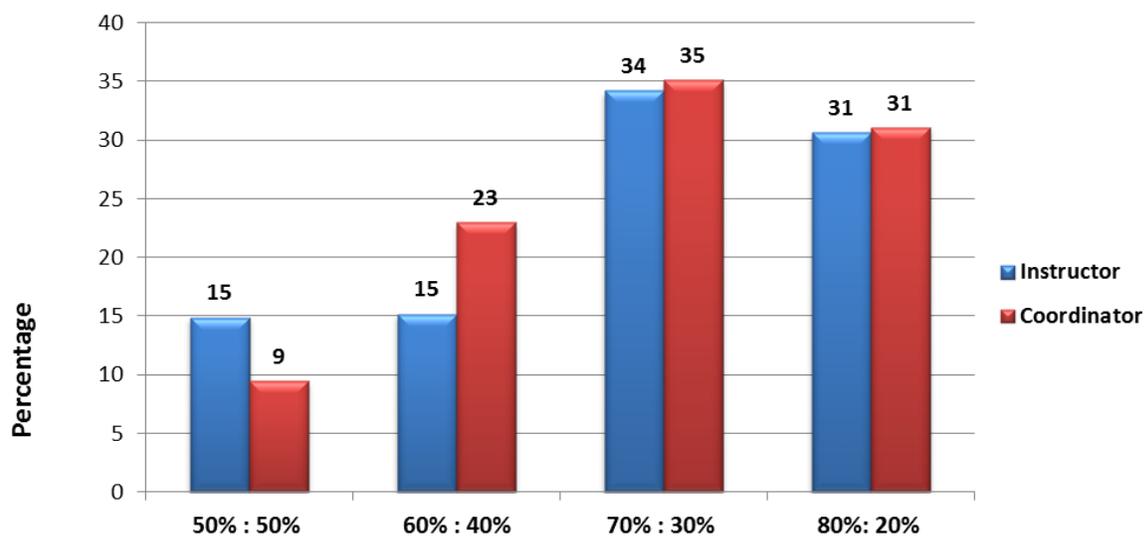


Figure 11: Ratio of Practical to Theory

3.6.5 Existence of Regulatory Body

The Study further ascertained the existence of regulatory body that supervises activities of Skills Acquisition Centres in Nigeria and the following results were obtained as presented in Figure 12.

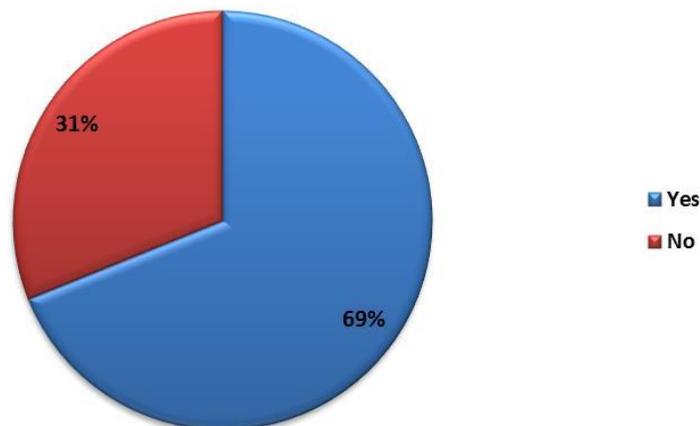


Figure 12: Responses on Approval from a Regulatory Body

Result from Figure 12 shows that 69% of the Skills Acquisition Centres surveyed acknowledge operating with approval of regulatory body while 31% operate without any. It is worrisome to note that some Skills Acquisition Centres operate without supervision, regulation and standardisation thus, limiting achievement of objectives of the Programme.

A further probe identified the following Regulatory bodies for Skills Acquisition Programmes: Federal Ministry of Labour and Productivity (FMLP); National Business and Technical Examinations Board (NABTEB); Industrial Training Fund (ITF); State Ministry of Education and National Directorate of Employment (NDE) among others. This implies that there is no uniform standard for Programmes run by Skills Acquisition Centres. Results are as presented in Figure 13.

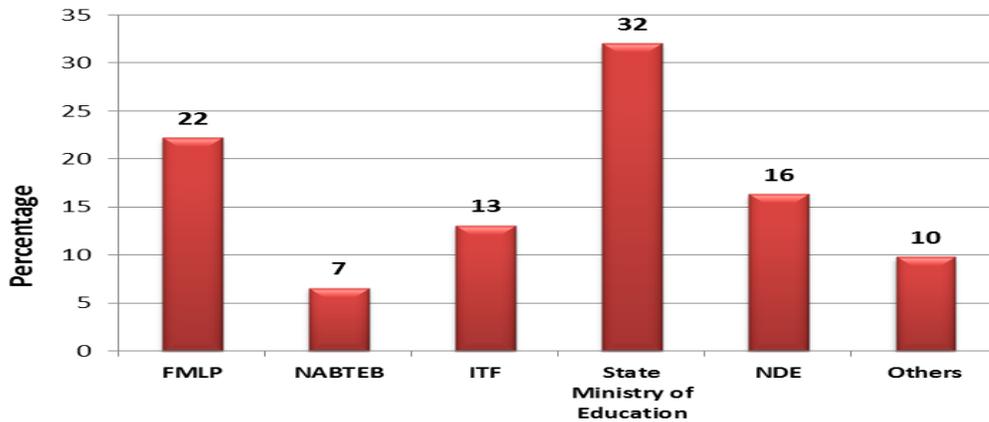


Figure 13: Identified Regulatory Bodies

3.7 Perception of Trainees on Skills Acquisition Centres

This section presents and discusses data obtained on perception of trainees on Skills Acquisition Centres. Data for discussion were analysed using simple mean and the result is as presented in Table 5.

Table 5: Perception of Trainees on Skills Acquisition Centres

| S/N | Statements | Trainee's Rating | Interpretation |
|-----|--|------------------|----------------|
| 1 | The training environment promotes learning. | 3.35 | Agree |
| 2 | Instructors are knowledgeable about the trades. | 3.49 | Agree |
| 3 | Instructors are able to communicate clearly. | 3.33 | Agree |
| 4 | There is sufficient time for practical. | 3.28 | Agree |
| 5 | Questions are properly answered. | 3.41 | Agree |
| 6 | Topics covered are relevant to the Vocational Trade. | 3.40 | Agree |
| 7 | Number of trainees in the workshop are too many. | 2.33 | Disagree |
| 8 | Certificate at graduation is very useful. | 3.46 | Agree |

| | | | |
|----|--|-------------|----------|
| 9 | Lectures are clearly understood. | 3.41 | Agree |
| 10 | Discussion method is used during training. | 3.33 | Agree |
| 11 | Demonstrations are done during training. | 3.37 | Agree |
| 12 | Exhibitions are held to encourage learning. | 3.07 | Agree |
| 13 | Materials for practical are available. | 3.05 | Agree |
| 14 | Materials for practical are adequate. | 2.90 | Agree |
| 15 | Classrooms or Workshops are available for training. | 3.32 | Agree |
| 16 | Power supply (PHCN, Generator) for training is always available. | 2.91 | Agree |
| 17 | Training Fee is high. | 1.96 | Disagree |

Table 5 shows the perception of trainees on some suggested variables. The mean scores range from 1.96 - 3.49. From the results, it can be deduced that trainees have positive perception on Skills Acquisition Centres. In other words, they acknowledge that acquisition of skills is going on as expected and instructors Knowledgeable in their Trade Areas. It is also interesting to note that trainees disagreed with statement that “training fee is high”. Implication from this finding is that training fees is affordable. Thus, it is advisable that unemployed citizens should endeavour to acquire employable skills.

3.8 Operational Challenges the of Skills Acquisition Centres

This section presents and discusses data obtained on operational challenges of the Skills Acquisition Centres. Data for discussion were analysed using simple mean and the result of the analysis is as presented in Table 6.

Table 6: Challenges of Skills Acquisition Centre

| S/N | Challenges of Skills Acquisition Centre | Instructor's Rating | Coordinator's Rating | Mean of Mean | Interpretation |
|-----|--|---------------------|----------------------|--------------|----------------|
| 1 | The Centre lacks funding for its Training Programmes. | 2.97 | 2.93 | 2.95 | Agree |
| 2 | Facilities for Training are not adequate. | 2.56 | 2.64 | 2.60 | Agree |
| 3 | Lack of equipment for Training. | 2.51 | 2.41 | 2.46 | Disagree |
| 4 | Trainees cannot afford Training Fee. | 2.52 | 2.44 | 2.48 | Disagree |
| 5 | Number of Instructors is insufficient. | 2.41 | 2.33 | 2.37 | Disagree |
| 6 | Difficulties in updating Skills of the Instructors. | 2.54 | 2.57 | 2.56 | Agree |
| 7 | Poor Trainees' attitude towards Skills Acquisition. | 2.41 | 2.54 | 2.48 | Disagree |
| 8 | No Post-Training Evaluation for Trainees. | 2.52 | 2.61 | 2.57 | Agree |
| 9 | Society has negative attitude towards Skills Acquisition Programmes. | 2.46 | 2.75 | 2.61 | Agree |
| 10 | Skills Acquisition Centres do not have Government approved Curriculum. | 2.36 | 2.49 | 2.43 | Disagree |
| 11 | Low awareness of importance of Skills Acquisition by the Society. | 2.75 | 3.08 | 2.92 | Agree |
| 12 | Poor recognition of acquired Certificates by the society. | 2.66 | 2.92 | 2.79 | Agree |
| 13 | Poor Training delivery. | 1.98 | 1.90 | 1.94 | Disagree |
| 14 | High number of Teachers or Instructors leaving the Centre. | 2.20 | 2.13 | 2.17 | Disagree |

From Table 6 the respondents have shown that their major challenge is in Funding with mean score of 2.95. Funding has and will always play a significant role in the smooth operation of a Skill Acquisition Centre, so this is not surprising as previous studies have indicated same.

With regards to society awareness, recognition and attitude towards skills acquisition programmes and certificates, items 11, 12 and 9 are the next highest means (2.92, 2.79 and 2.61). Most of the respondents have shown that the society has a negative approach to these aspects of skill acquisition. This is quiet

worrisome as the society is practically the immediate beneficiary of the Programme.

Items 2, 6 and 8 all have to do with what the Centre has to do directly. It is thought unsettling to note that most of the Centres agree that there is no post evaluation, their instructor's skills are not updated and facilities for training are not adequate.

They however disagree with all the other items.

3.9 How Trainees are Motivated in the Skills Acquisition Programmes

This Section presents and discusses data obtained on how Trainees are motivated in Skills Acquisition Programmes. Data for discussion were analysed using percentages and results are as presented in Figures 14 and 15.

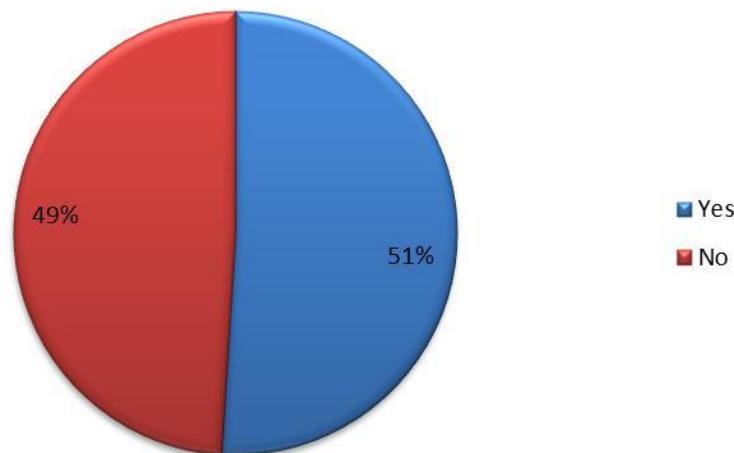


Figure 14: Coordinators Responses on Provision of incentives for Trainees

Result from Figure 14 shows that, 51% of the Coordinators indicated that Trainees are given incentives during Skills Acquisition Programmes while 49% said they do not.

However, a further probe into the type of incentives provided by the 51% shows the following responses as presented in Figure 15

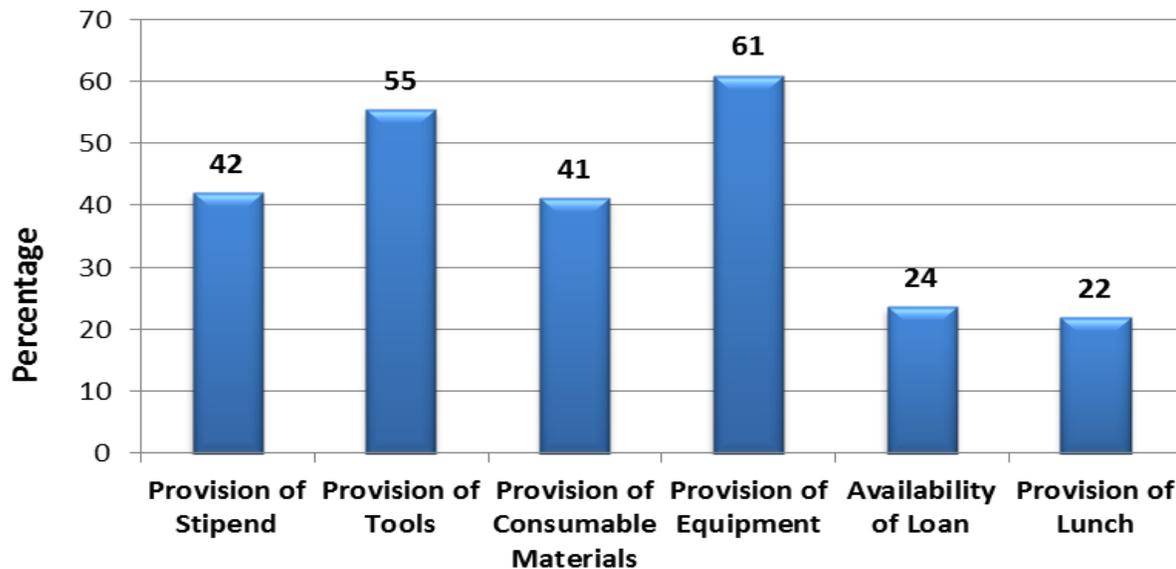


Figure 15: Types of Incentives Provided for Trainees

Results from Figure 15 show that, 61% of the Coordinators indicated that they provide Equipment for Trainees while 55% provide Tools. This is encouraging as it will ensure trainees' full participation in the programme. However, it is apparent that most Trainees are responsible for feeding themselves as only 22% of the Centres provide Lunch for them. In the same vein, responses on provision of Loan for Trainees is low as only 24% of the Centres make such facilities available to them.

3.10 Extent to which Objectives of Skills Acquisition Programmes are Achieved

This Section presents and discusses data obtained on the extent to which Objectives of Skills Acquisition Programmes are being achieved in Nigeria. Data

for discussion were analysed using simple mean and results are as presented in Table 6.

Table 6: Extent of achievement of Objectives in Skills Acquisition Programmes

| S/N | Statement of Objective | Coordinator's Rating | Instructor's Rating | Mean of Means | Interpretation |
|-----|--------------------------------|----------------------|---------------------|---------------|----------------|
| 1 | Provide employable Skills | 3.77 | 3.55 | 3.66 | Very High |
| 2 | Create wealth | 3.49 | 3.27 | 3.38 | High |
| 3 | Generate employment | 3.59 | 3.45 | 3.52 | Very High |
| 4 | Reduce crime | 3.80 | 3.79 | 3.80 | Very High |
| 5 | Promote Entrepreneurial Skills | 3.64 | 3.44 | 3.54 | Very High |

Results from Table 6 show that, respondents to a very high extent agreed that the following Objectives; “Provide employable Skills; Generate employment; reduce crime and promote entrepreneurial Skills” in Skills Acquisition Programmes have been achieved with mean of means ranging from 3.52 – 3.80. However, the objective to “Create Wealth” is seen to be achieved at a high extent with mean of means of 3.38.

3.11 Trainees’ Engagement after Training

This section presents and discusses data obtained on Trainees’ Engagement after Training, certification and recognition of certificates. Data for discussion were analysed using percentage and the results of the analysis are as presented in Figures 16 to 19.

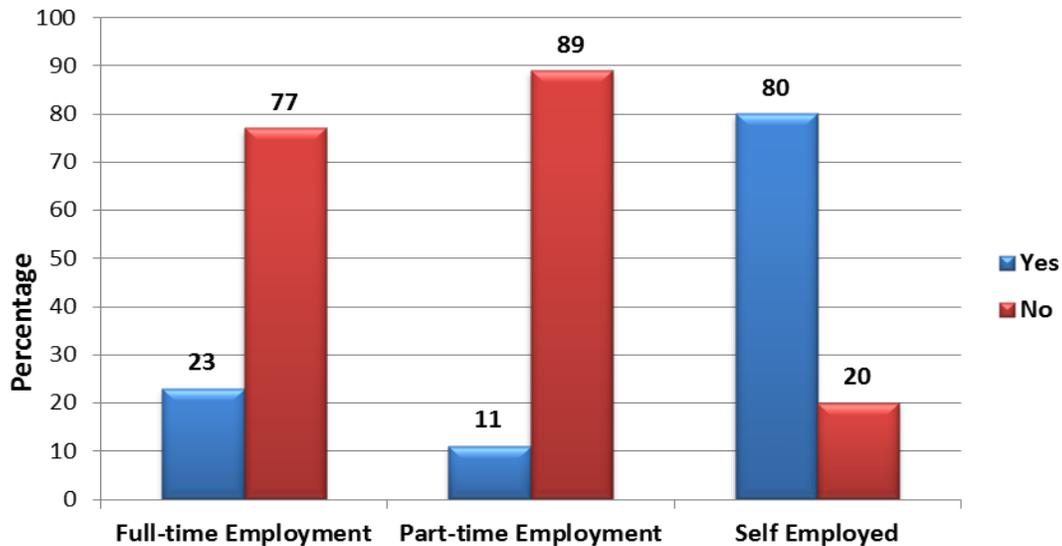


Figure 16: Trainees' Engagement after Training

Figure... shows views of Coordinators on how graduate trainees are engaged after training. Results reveal that, 80% of the Trainees are self-employed, 23% in full-time employment and 11% in part-time Employment. This result is encouraging since graduate trainees are employed.

3.11.1 CERTIFICATION AND RECOGNITION OF CERTIFICATES

The Study also sought views of Coordinators on certification of Trainees at the end Skills Acquisition Programme. Results of the analysis are as presented in Figure 17.

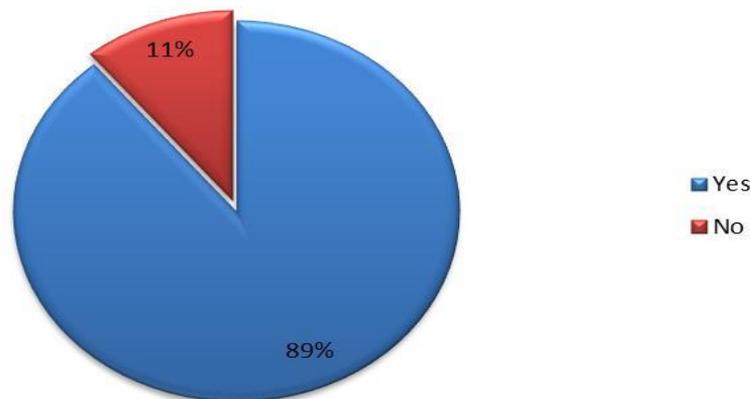


Figure 17: Certification of Trainees

Figure 17 shows the views of Coordinators on certification of Trainees. Results reveal that, 89% of respondents agreed that Certificate of Competency is issued at the end of Programme while 11% of the respondents are saying the contrary. While this result validates the competency of the graduates of Skills Acquisition Centres in Nigeria, it is necessary that all Centres issue Certificate of Competency.

Further probe to discover who certifies graduates of the Centres, shows the following results as presented in Figure 18

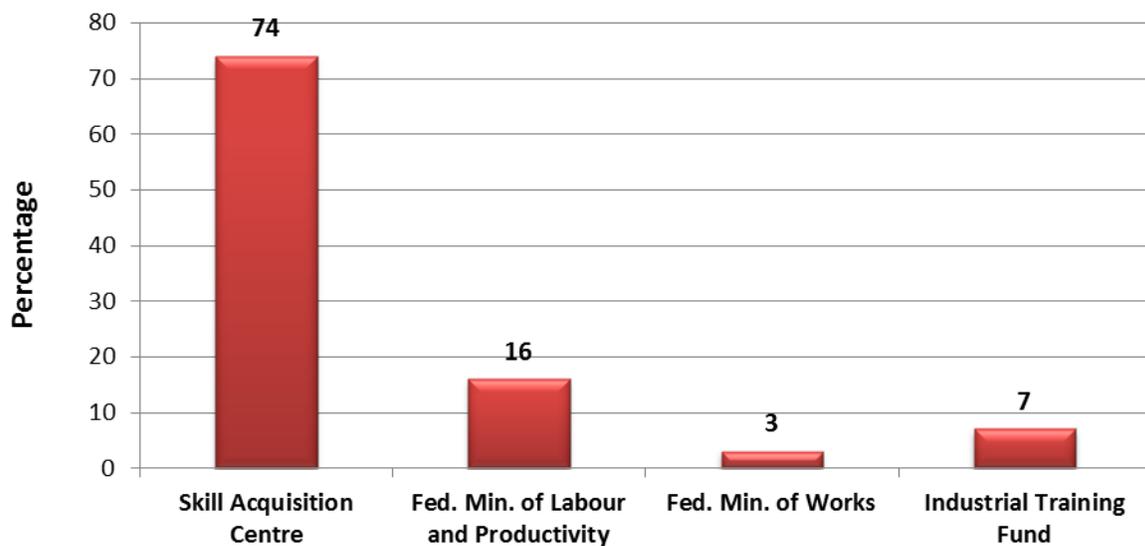


Figure 18: Agencies that Certify Graduates of Skills Acquisition Programmes

Figure 18 shows the various agencies identified for certification of graduates of Skills Acquisition Programmes. These are: Skill Acquisition Centre (74%); Federal Ministry of Labour and Productivity (16%); Federal Ministry of Works (3%) and Industrial Training Fund (7%). Even though various agencies issue Certificate of Competency, it is evident that, there is no regulatory body to ensure standardisation in Certification of graduates of the Centres.

The Study also sought views of respondents on the use of Certificates. Results are as presented in Figure 19.

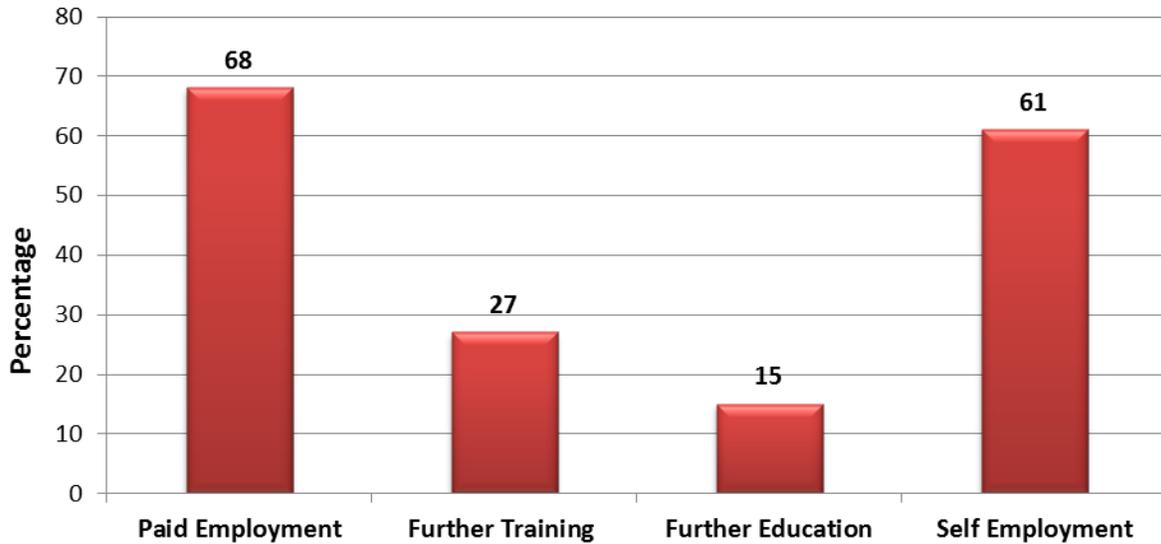


Figure 19: Use of Certificates of Skills Acquisition Programmes

Figure 19 shows that certificates issued by Skills acquisition Centres for various Programmes are mostly used for “*Paid Employment*” with 68% of Coordinators affirming so. This is followed by “*Self-Employment*” with 61% affirmation. These results are encouraging as they indicate that the Programmes are achieving set goals of reducing unemployment and poverty rates in Nigeria.

PART FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

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

4.2 SUMMARY OF THE STUDY

The main purpose of the Study was to appraise Skills Acquisition Centres in Nigeria. To facilitate generation of data for the appraisal, the Study explored the following areas: Vocational Trades obtainable at the Skills Acquisition Centres, Vocational Trades in Demand in the Skills Acquisition Centres, Availability of Equipment and Facilities at the Skills Acquisition Centres, Availability of Curriculum for Training at the Skills Acquisition Centres, Perception of Trainees on Skills Acquisition Centres, Challenges of the Operation of Skills Acquisition Centres, Availability of Incentives for Trainees, Types of Employment for Graduates of the Programmes and Extent of Achievement of objectives of the Programme. From these, nine Research Questions were posed.

Target Population of the Study consisted of all Coordinators, Instructors and Trainees in various Skills Acquisition Centres in Nigeria. Three thousand nine hundred and seventy eight (3978) respondents, drawn from various categories of the population were used as Sample for the Study.

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

The instrument was 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 also made.

4.3 Major Findings of the Study

The major findings of the Study are summarised below:

4.3.1 Vocational Trades obtainable at the Skills Acquisition Centres

- A total of thirty nine (39) Vocational Trades were identified in Skill Acquisition Centres in Nigeria at the time of the Study.

4.3.2 Vocational Trades in Demand

- Thirteen (13) Vocational Trades were in demand in the Skills Acquisition Centres across the Six Geo-Political Zone.
- Information Communication and Technology (ICT) and Welding cut across all the Geo-Political Zones.
- Hair Dressing and Fashion Design were in demand in all the Geo-Political Zones except South-East.

4.3.3 Qualification of Instructors

- 33% of the instructors have BSc/HND Certificate.
- 29% have Diploma Certificate.

- 5% have Trade test certificate.

4.3.4 Availability of Equipment and Facilities at the Skills Acquisition Centres

- Equipment and Facilities are available but inadequate.

4.3.5 Availability of Curriculum, Modules, Scheme of Work and Training Methods Employed in the Skills Acquisition Centres

- 28% and 22% of Instructors and Co-ordinators do not have any Curriculum.
- Curriculum is developed by different bodies (41% Instructors, 20% National Business and Technical Examination Board (NABTEB) and 9% State Government).
- 34% and 35% of Instructors and Coordinators respectively agree that, they apply ratio of 70:30 of Practical to Theory.

4.3.6 Existence of Regulatory Body

- 69% of the Skills Acquisition Centres operate with approval of regulatory body while 31% operate without any.
- There is no unified Regulatory Body but the following were identified as regulatory bodies:
 - Federal Ministry of Labour and Productivity (FMLP);
 - National Business and Technical Examinations Board (NABTEB);
 - Industrial Training Fund (ITF);
 - State Ministry of Education and
 - National Directorate of Employment (NDE) among others.

4.3.7 Challenges of the Skills Acquisition Centres

- Funding.
- Society has poor attitude to skill acquisition.
- Lack of post training evaluation.
- Lack of further training for Instructors.
- Inadequate training facilities.

4.3.8 Availability of Incentives for Trainees

Centres provide incentives for trainees which include:

- Equipment (61%)
- Tools (55%)
- Stipend (42%)
- Consumables materials (41%)
- Loan (24%)
- Lunch (22%)

4.3.9 Extent of Achievement of Objectives of the Programme

- All objectives of Skills Acquisition Programmes were achieved

4.3.10 Trainees' Engagement after Training

Graduates are employed through:

- Self (80%).
- Full-time (23%) and
- Part-time (11%).

4.3.11 CERTIFICATION

Different Bodies issue Certificates to graduates of Skills Acquisition Centres:

- Skill Acquisition Centres (74%)
- Federal Ministry of Labour and Productivity (16%)
- Industrial Training Fund (7%) and
- Federal Ministry of Works (3%).

4.3.12 RECOGNITION OF CERTIFICATES

- 68% of Coordinators affirmed that Certificates issued for various Programmes are mostly used for *“Paid Employment”*.
- 61% affirmed that Certificates are used for *“Self-Employment”*.

4.4 CONCLUSION

The Study has filled a gap in knowledge about Skills Acquisition Centres in Nigeria using empirical data. It has also assisted in discovering the extent to which Objectives of Programmes are being achieved. Insights show that Programmes offered by Skills Acquisition Centres in Nigeria are making positive impact even though there is still room for improvement. Embedded in this finding also is the obvious fact that skills development is still haphazardly carried out. Therefore, careful planning is needed to attain required status in the Skills Acquisition Programmes. This awareness calls for a better collaborative effort among all stakeholders and adaptive strategies adopted to make the programmes more effective.

In the light of the above, the Study emphasised the importance of adequately planned and implemented Skills Acquisition Programmes in Nigeria.

4.5 RECOMMENDATIONS

A Study of this magnitude must proffer some pertinent recommendations because of the imperatives of skills acquisition 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:

- Federal and State Governments should review, standardize and expand the Curricula of all Skill Acquisition Centres in Nigeria.
- Federal Ministries of Education and Information and Communication, in collaboration with Agencies and Professional Associations, should enlighten and sensitize the public on the importance of Technical, Vocational, Education and Training (TVET) as a veritable tool for National Development and the need for individuals to acquire employable skills.
- ITF should collaborate with regulatory Agencies such as National Board for Technical Education (NBTE) with a view to making Certificates issued by Skills Acquisition Centres recognized for career development.
- Skills Acquisition Centres must be made to strictly adhere to safety policy as enshrined in the Technical Vocational Education and Training (TVET).

4.6 SUGGESTION FOR FURTHER STUDIES

- Appraisal of the Curricula of Skill Acquisition Centres in Nigeria.