

# REBRANDING NIGERIA

Critical Perspectives on the  
Heart of Africa Image Project

*-Uche Nwora*

**The Effects  
of Advertising on Sales  
in the Brewery Industry  
in Nigeria**

*-Adedoyin Hassan*

**Question of Loyalty**

*-Humby, Hunt & Phillips*

**Corruption as a Behavioural  
Response to Pay  
Dissatisfaction**

*-Foluso Jayeoba*

**Globalization and the  
Business Environment:  
Critical Success Factors  
for Corporate Leaders  
in Nigeria**

*-Murtala Sagagi*

**An Evaluation of  
Job Creation and  
Vocational Skills  
Development Programme**

*-Jonathan Adeyeye et al*

**Diagnostic Work:  
Determining the  
Principal Challenge**

*-Dean Williams*

**Shared Vision  
in the  
Organizational  
Change Process**

*-Samuel Akinyele*

**Making the Workplace  
Flex, Not Break**

*-Kenneth Murrall*

**What is the Role of Information technology?** *-Peter Meyer*



## Editorial

### EDITORIAL EXECUTIVES

- Executive Editor** Professor Olusegun O. Matanmi  
*(Lagos State University, Ojo, Lagos, Nigeria)*
- Deputy Editor** Professor Lai Olurode  
*(University of Lagos, Akoka-Yaba, Lagos, Nigeria)*
- Managing Editor** Muritala O. Awodun  
*(Lagos State University, Ojo, Lagos, Nigeria)*
- Assistant Editor** Babatunde Famoroti

### EDITORIAL TEAM

- Editor-In-Chief** Dr. Ogaba D. Oche  
*(Nigerian Institute of International Affairs, Lagos, Nigeria)*
- Dr. Emmanuel M. Abolo  
*(First Bank of Nigeria Plc, Lagos, Nigeria)*
- Dr. Michael O. Nyong  
*(University of Calabar, Nigeria)*
- Dr. Kolawole Raheem  
*(University of Jyväskylä, Finland)*
- Prof. Yaw Debrah  
*(University of Wales, Swansea, United Kingdom)*

## Publishing



Management Review Limited  
RC: 622,571

### EDITORIAL ADDRESS

NEW PATH HOUSE  
No. 10 1st Avenue,  
Opp. 11 Road Junction,  
Festac Town, Lagos, Nigeria.  
P. O. Box 704 Satellite Town,  
Lagos, Nigeria  
Tel: 234-01-8961010  
234-01-8979765

0802-333-6505, 0803-306-1979  
e-mail: [info@managementreviewltd.com](mailto:info@managementreviewltd.com)  
[www.managementreviewltd.com](http://www.managementreviewltd.com)

### PRODUCTION, DISTRIBUTION & MARKETING

- Publisher**  Management Review Limited
- Admin** Benjamin Nyewusira,  
Oyekunle Omilabu
- Marketing Adverts** Oluwole Isaac, Obinna Madu,  
Precious Ilube Temitayo Haastrup
- Operations** Akeem Salaam, Maryam Bello,  
Seyi Legbeti
- Graphics** Isaac Jimoh
- Business Dev.** John Ayodele, Olanrewaju Aremu
- Accounts** Babatunde Igbafen

Every care is taken in compiling the contents of this journal. However, the views and opinions expressed in this publication are not necessarily those of the publisher.

**Corruption as a Behavioural Response to Pay Distatisfaction**  
*-Foluso Jayeoba*

4 - 17

**Shared Vision in the Organizational Change Process**  
*-Samuel Akinyele*

18 - 26

**An Evaluation of Job Creation and Vocational Skills Development Programme**  
*-Jonathan Adeyeye, et al*

27 - 42

**Rebranding Nigeria Critical Perspective on the Heart of Africa Image Project**  
*-Uche Nworah*

43 - 66

**Globalization and the Business Environment**  
*-Murtala Sagagi*

67 - 74

**The Effects of Advertising on Sales in the Brewery Industry in Nigeria**  
*-Adedoyin Hassan*

75 - 93

**Question of Loyalty**  
*-Humby, Hunt &Phillips*

94 - 101

**What is the Role of Information Technology?**  
*-Peter Meyer*

102 - 111

**Making the Work Place Flex, Not Break**  
*-Kenneth Murrell*

112 - 115

**Diagnostic Work: Determining the Principal Challenge**  
*-Dean Williams*

116 - 132

# An Evaluation of Job Creation and Vocational Skills Development Programme of the National Directorate of Employment, In Lagos State of Nigeria

Adeyeye, Olufemi (Ph.D)\*

Kester Kehinde (Ph.D)\*\*

Akintayo M. O\*\*\*

## Abstract

The purpose of the study is to critically analyse the Job Creation and Vocational Skills Development of the National Directorate of Employment (NDE) in Lagos State with particular reference to the National Open Apprenticeship Scheme (NOAS). The descriptive survey approach was adopted for the study. The sample used for the study was drawn from the trainees, trainers and the Operational and Support Services staff of the NDE. The number was made up of seven hundred trainees, forty-two trainers and twenty officials of the National Directorate of Employment, in Lagos State.

Three sets of questionnaires were the major research instruments used for gathering data. Records from the NDE National Headquarters and the Lagos State office at Yaba, coupled with oral interview, conducted on the beneficiaries of the NDE programme, complemented those data collected through the questionnaires. The data collected were statically determined through the use of measure of central tendencies and chi-square ( $X^2$ ) test. The study reveals that the objectives of the National Open Apprenticeship Scheme upon which the evaluation was carried out were achieved. The recruitment of trainees was carried out to adequately reflect the twenty local government areas of Lagos State. Thus, there was wide coverage of the whole state under the scheme. The study also found out that the training programme of NDE recognizes the training needs of the individual trainees. The study also revealed that there is a significant difference between the graduate and the NDE training programme and their counterparts in other vocational institutions. The study identifies some problems of NDE in the execution of its programmes and made recommendations that could solve them.

\* Submitted in August, 2006

\*\* Sent for peer Review in Sept., 2006

\*\*\* Received and sent for correction in Nov., 2006

\*\*\*\* Corrected copy accepted for publication in Dec., 2006

\*Department of Industrial Relations and Personnel Management, Lagos State University, Ojo Lagos.

\*\*Department of Adult Education, University of Ibadan

\*\*\*Department of Adult Education, University of Ibadan

## INTRODUCTION

The economic crisis in Nigeria, which became noticeable in the early 80's, led to substantial reductions in the work force within parastatals and the civil service since 1984. The private sector was also not left out in the wave of retrenchment and cuts in employment.

The various National Development Plans since the independence of Nigeria highlighted the need for governments to promptly address the problems of unemployment and its attendant casualties. Yet, no government paid as much attention as the administration of General Ibrahim Babangida (RTD) to the issue of youth employment. This was demonstrated by the establishment of the National Directorate of Employment in the year 1986. By the year 1996, unemployment rate had reached the highest levels and called for the urgent attention of all.

Available labour statistics in Nigeria, according to the blue print on the Structural Adjustment Programme by the Federal Government, indicated that in 1985 and 1986 employment generation was greatly handicapped by the rapid decline in foreign exchange reserves and the difficulty of getting needed import licences to import new materials. Thus, the industrial sector became deficient in capacity utilization.

The establishment of the National Directorate of Employment, gave renewed hope to the teeming population of unemployed young Nigerians, particularly the primary and secondary schools leavers.

The Directorate was charged with redressing the alarming rate of unemployment. Twenty years later, the question is, to what extent has the Directorate accomplished its set objectives? This is of concern to these researchers, especially the extent to which youth unemployment has been reduced and mitigated through the NDE's National Open Apprenticeship Scheme (NAOS) in Lagos State.

## THE PURPOSE OF THE STUDY

The purpose of this study was to evaluate the programme of the National Directorate of Employment in Lagos State, especially in the core programme of Youth Employment and Vocational Skills Development.

Essentially, this study examined the programme design and implementation in the areas of recruitment of trainees under the National Open Apprenticeship Scheme.

The study specially sought to accomplish the following objectives:

- a) To examine the extent to which the objectives of the National Directorate of Employment in the areas of apprenticeship training are being achieved.
- b) To assess, whether the procedure for the recruitment, selection and placement of trainees, with the trainers, takes care of both the training needs of the participants as well as manpower demand of the state;
- c) To assess the quantity and the quality of the Scheme programme available under the National Open Apprenticeship Scheme;
- d) To be able to determine the policy implications of these findings;

- e) To enable the researchers to make some recommendations, based on this empirical study on how the NDE can better improve the lot of Nigerian youths in its training and empowerment programme for the youth.

### SIGNIFICANCE OF THE STUDY

The importance of the National Directorates of Employment cannot over emphasized. It was the first committed demonstration by government to actively address the incidence of employment in Nigeria. Past governments showed commitment, only on paper, to the issue of unemployment in their various public pronouncements before the establishment of the National Directorate of Employment (NDE). Most studies on unemployment in Nigeria have assessed the problem without putting in place concrete measures to address the issue. Specifically therefore, this study is one of the first to really assess the programme of the NDE, since its establish in 1986 and particularly in Lagos State, where its activities are enjoying "the largest employer of labour" status.

It was anticipated that the study should:

- a) Reveal the strengths and weakness of the strategy with which the state's office of the National Directorate of Employment has been implementing the core programme of Youth Employment and Skills development.
- b) Specifically shed light on the skills acquisition scheme of the Directorate especially in the National Open Apprenticeship Scheme;
- c) Assist the Directorate and others involved in Vocational Skills Development programmes in formulating more effective ways of giving vocational training to the needy and the unemployed.
- d) Advance our knowledge and, in particular, help policy makers in this area, to formulate clear guidelines on the effective method of skills acquisition for the training or retraining of school leavers who were hitherto without marketable skills.
- e) Bridge the gap in our knowledge of the activities of the Directorate's training and unemployment programmes;
- f) Providing data on youth Employment and Vocational Skill Development of the NDE for future studies.

### REVIEW OF LITERATURE

Given the importance of youth employment and empowerment in any economy, it is imperative to assess and evaluate the strategy employed in executing a programme that is set out to address the issue in any society.

### THE STRATEGIES FOR PROGRAMME EVALUATION

The handbook of Academic Evaluation defines evaluation as both a judgment on the worth or impact of a programme, procedure, or individual and the process whereby that judgment is made. Webster's third New International Dictionary also sees evaluation as "the act or result of evaluation, that is examining and judging the worth, quality, significance, amount, degree or condition of something". An administrator can make a judgment on the basis of a purely personal subject appraisal. A group can make a judgment by mutual

agreement or by compromise based upon individual opinions, possibly reached after and influenced by the collecting and interpreting of extensive data. Tate (1981:23) defined evaluation in terms of what it involved and says:

*Evaluation is more than description, although description is an important part of evaluation but evaluation also involves the measurement of something against criteria or standards to determine its worth or value. Hence, "Value" is a key concept in "evaluation". Description contains no references to standards.*

Evaluation means to place a value on or to draw a value out of an action, design, or experience Adeyeye (2001:51). Ideally, the values in an enterprise should be objectively identified in the initial stage because the final choice among alternatives depends upon the set of values which we hold or we are willing for the moment to accept.

Akintayo (1999:48) in his studies said that the clearest reason for evaluating something or someone or an act is to estimate its worth, quality, importance relevance, performance, etc, with a view to pricing, rating, correcting, improving or changing that which is being evaluated. Studies in evaluation are not lacking. There is an avalanche of researchers in this field with a lot of evaluation models.

The major fault discovered in the process of the review of some available literature on this study is that there is the tendency for some scholars to apply the wrong models for the evaluation, they intend carrying out. Be that as it may, it is pertinent to summarize here, just a few studies on evaluation.

Oduaran (1987:24) while summarizing some evaluative studies, identified, the agreement on what evaluation means, as agreed to, by four good scholars. These are Soumelis, Bennett, Weisingner and Hambin. They see evaluation as a systematic and objective way of estimating the worth, quality, importance, relevance, performance of something, someone or an activity with a view to pricing, rating, correcting, improving or changing it. In viewing evaluation this way, its purpose is spelt out. Oduaran further noted the colour added to this conception by Okadara (1981:32), who stressed the quantitative as well as qualitative aspects of evaluation.

A modification to the term 'evaluation' implies a need to compare the object under evaluation with a similar object which might be used as a standard of comparison. In this vein for instance, it is possible to compare the NDE vocational trainees with other apprentices under the master craftsmen but who are not being sponsored by the NDE.

In evaluation, we cannot speak of a universal standard since these are man made. The best we can have is what Oduaran refers to as evaluators' frame of reference. Tate isolated two problems that must be examined and these are the problems of defining what evaluation is and the problem of delineating the role of the evaluator. But he sees these roles as being related because the differing concept of the evaluator's role affects the definitions. In one role, the evaluator is seen also as a judgment maker. The evaluator produces a description of the variables in a programme and a set of judgmental statements.

Another contribution to evaluative studies whose scholarly contribution attracted our attention is Reynolds (1976:57). He was quick in identifying the fact that the purposes and procedures of evaluation are a frequent source of misunderstanding between evaluators and administrators of programmes. To reduce this confusion and promote administrator/evaluator cooperation, Reynolds proposed a simple approach to the selection of evaluation topics. The approach asks basic questions proposed by Reynolds which are goal-attainment questions and system questions. These questions involve putting the WH questions to the goal attainment and the system. Such WH questions are what, who, when, whom, why and how? These are tabulated as shown in figure 1 below.

**Figure 1**

GOAL-ATTAINMENT QUESTIONS	SYSTEM QUESTIONS
What? Are we reaching our objectives? Who? Are we serving the target groups? When? When will we reach our objectives How? How can we attain our objectives Why? Why are we succeeding or failing? How much? Are we providing enough services to enough people	What are we achieving? Who are we reaching? When do changes occur?  Why do we get these results? How much are we doing?

**Source: Jack Reynolds (1976)**

Oduaran's study explored the area of evaluation as paying increasing attention to four of forms evaluation and these are:

- i. Formative evaluation
- ii. Summative evaluation
- iii. Quantitative evaluation

Formative evaluation assesses the programme while it is still in progress, while the summative type, is an end-point assessment. Quantitative evaluation, deals with the benefit of a programme or a project as perceived by those for whom it is established. Programme efforts are however explained by quantitative evaluation, through the use of quantitative data. Apart from the four forms of evaluation mentioned above, he emphasized the fact that evaluation is an educated endeavour that is based on principles, which must not be glossed over. He observed other forms of evaluation and classified them as:



- a. **Evaluation of Needs**  
This is the determination of the needs of the target population and this is a continuing evaluation activity in an education programme.
- b. **Evaluation of Design**  
The object of design evaluation is to determine whether a proposed programme meets the needs of the population it is proposed to serve, if it observes the needs for support and if so, how much support. Asking the basic question listed in Fig. 1 offers some good guidelines for this type of evaluation.
- c. **Evaluation of Operations**  
This type of evaluation is essentially the observation, description and judgments of the processes (both instructional and administrative) by which an educational programme is conducted.
- d. **Evaluation of materials**  
This type of evaluation is hinged upon whether existing materials are being used or adapted or new materials are specifically developed.
- e. **Evaluation of learning Gains:**  
This is useful in discovering the learning gains of the students and it involves giving out pre and post-tests in a summative type of evaluation, although, Omole (1985:162) maintained that it should be considered as formative or continuous through the life of a programme. It is essentially the evaluation of immediate effects of the programme as measured against expectations that may have been outlined in the form of objectives.
- f. **Evaluation of Impact**  
The purpose of impact evaluation is to examine the overall effect of a programme on a population. It may include the measure of improvement a wide spectrum of variables.

### **Evaluation of Training Programme**

All the four programmes presently being executed by the National Directorate of Employment involve some form of training. This is why it is necessary to review some literature on the evaluation of training. Specifically, the Youth Employment and Vocational Skills Development programme of the NDE, which has attracted the focus of this study, is designed to retrain the teeming population of school leavers whose academic background does not provide them with any marketable skills.

Omole (1987:44) in the study, reviewed the work of our scholars in order to be able to define evaluation. One of such scholars, is Richard Johnson, who sees evaluation of training, as the pay-off step which determines whether the training function is doing what it was set up to do or whether it is worth the cost. Akintayo (1989:24) defines the concept as the determination of the extent to which an educational objective, has been accomplished . . . include the two closely related process of measurements and appraisal'. Omole sees it as 'the only way of determining whether the objective of a course have been met, whether the results have affected the original problem situation, and whether the new situation which has been created reveals further needs that require a new course or altered objectives, policies or methods. It is therefore the most important feed-back mechanism available to the trainer'.

Ubeku (1975:31), in a similar vein we observed that the purpose of evaluation of training is to obtain systematic and objective feedback on the effect of training that has been or is being provided. Adeyeye sees the evaluation of training as that which tells whether a training programme is meeting its objectives, how it is doing so, whether changes are required and to what extent such changes should be effected. In addition to the above reasons, Adeyeye noted that we evaluate in order to improve on training by discovering which training processes are successful in achieving their objectives.

Ubeku sees a critical and careful evaluation as telling us whether:

- a. The money spent on training is producing the results needed by the organization.
- b. What improvement can be made to the training procedures in order to reduce the costs and improve efficiency; and
- c. Whether the type of training given is necessary to improve organizational effectiveness or whether the money, if spent on another activity, will contribute to the attainment of organizational goals.

Omole on his part seems to agree with Ubeku, because he sees a good evaluation as covering the purpose of a program, the resources available, the best and alternative method to be used, the expected results and the overall benefits to the organization.

However, despite the fact that, it is indeed worthwhile to evaluate, this cannot be carried out without some problems. Earlier work by Brewster (1980) had identified some these problem by saying that:

Sometimes, evaluation in any area can be seen as menacing to certain interest groups. Evaluation threatens, potentially at least, the trainer, the trainee, and those who are responsible for committing resources to the training.

Further still, Tate in his review of the evaluation studies by Melvin Tumin and Michael Scriven inter Alia noted  
 .....*There is a defensiveness of people about the possible results of a systematic scrutiny of their effectiveness;*

and also, Michael Scriven's view that:

*A lot of people feel threatened by the word "evaluation"*

Conclusion Tate revealed that:

*This defensiveness is probably the major roadblock to effective evaluation of educational programme including those in audit education...*

In order to minimize these problems, a number of suggestions have been made. The work of Chris Brewster also come readily into mind. Brewster has pointed out, that if the exercise is to enable evaluation of the training and not themselves the evaluation exercise will successful. Agreeing with Worthenand Sanders, Omole noted that:

*What does seem to be feasible and logically justifiable is that making of final decisions about a programme should be a two-man effort. The evaluator and administrator should work together, revising all aspects of the programme and any new information that is not (sic) of rational judgment.*

In concluding the review on evaluation of training, it is necessary to identify the important stages that the

evaluation of training can be attempted; Rove (1969:62) identified three stages, viz:

- i. Evaluation of selection,
- ii. Evaluation during training period, and
- iii. Evaluation after the training

Evaluation of performance after training provides the basic criteria for the assessment both of the training programme, and of the trainees.

### Modes of Evaluation

Depending on what an evaluator intends to evaluate, there are as many models as there are programmes. Unfortunately, however, some scholars tend to see a one-way approach or model to the studies in evaluation. When this happens, there is the tendency of either forcing a wrong model on a programme or over-assuming that there is just one model through which the study can be done. The Handbook of Academic Evaluation, proposed three models, which are the measurement model with its emphasis on reliability, validity and objectivity, through the use of tests, norms and standards. The second model is that which tries to determine effectiveness in the attainment of programme objectives. This model is only rational and reliable when there is unanimity of objectives. The third model is the evaluation made with minimal data. These are quick, broad judgments, influenced by political and economic as well as social and philosophical views.

However, other models have been identified by other scholars, such as, Oduaran and Ingwu. Oduaran (1986) reviewed the works of Rutman and Cohen and noted their recommendation that institutions should set out on their programmes by first listing the specific and measurable objectives to be pursued and the kind of knowledge skills, attitudes, beliefs and values to be expected of the training. Another notable contributor to the design of a framework for evaluation is Gardner (1977:57) who came out with five approaches, which are:

- i. Evaluation as professional judgment;
- ii. Evaluation as measurement
- iii. Evaluation as the assessment of congruence between performance and objectives/or standards of performance.
- iv. Decision oriented evaluation; and
- v. Goal-free/response evaluation.

Provus (1973:22) also experimented on the approach, which focused on the congruence between objectives and performance. To him, evaluation should start from the identification of programme objectives and move on to a clarification of the variables affecting performances through the identification of the criteria/standards by which performance will be judged, the identification of design of tools, techniques and procedures for collecting information on performance, the comparison of available information with the pre-established standards and with communication of results.

These various approaches or models and other yet unmentioned are not self-exclusive, but involve a lot of what Oduaran identifies as boundary crossing. Stufflebeam and his colleagues identified four levels in their own models.

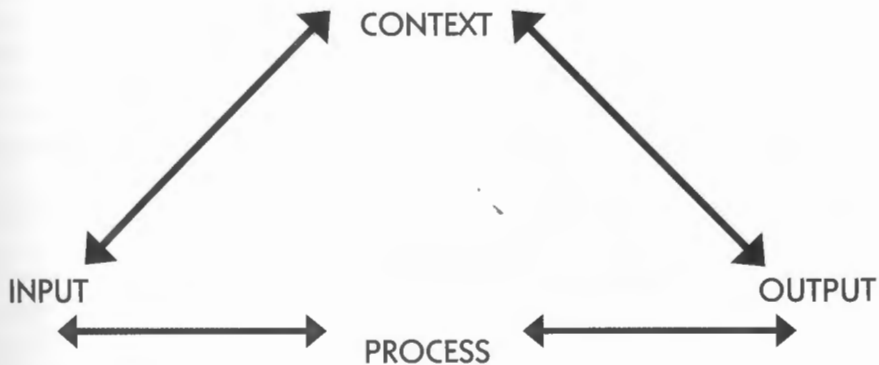
Sonde's levels are: context/input/process/product while Boydell noted that evaluation of training can be done

on these following levels:

knowledge/understanding/application/transfer/medium term/long term, while Warr et al proposed six levels too. These levels are context/input/reactions/immediate/ultimate.

Sonde (1988:121) in appraising the vocational training programme of the Women Special Training Center at Oje-Igusun in Ibadan adopted Guba and Stufflebean's evaluation model and designed it as shown below in fig II.

Figure II  
Evaluation Model as adapted by Sonde



Context, according to Sonde, involves enhancing decision-making in the context of programme goals and objectives as well as the needs and target group to be served. The main concern in context evaluation is the identification (any) of discrepancies between goals and objectives. Input evaluation, enhances decision-making which is aimed at making context evaluation operational. It provides information about the resources necessary and the resources available for the attainment of the stated objectives of the programme. Process evaluation focuses on procedures as well as on logistics, adequacy of facilities and staff performance. Output evaluation focuses on the extent to which programme goals and objectives have been achieved and seek to measure and interpret attainment of the programme.

Oduarna's review on Bennet and Weisinger, identified the aggregation of evaluation into two perspectives. The first of such perspectives is input analysis, process evaluation and outcome evaluation while the other perspective refers to levels of programme responsibility or control. Bennet and Weisinger's second approach highlighted research and systems approaches to evaluation. The former try to evaluate programmes by making certain comparisons between variables and derive from this the "Goal Attainment Model" which incorporates standard setting or comparison of planned, versus actual performance. On the other hand, the systems approach which aim at assessing programmes, by simply describing the organizational structure of a programme, its stated functions and "the process by which the organizational structure with those functions

accomplishes the specific programme his studies, is largely informed by the Bryson and Cullen contingent approach, which posits that, the appropriate or correct range of choice in organizational structure and process is contingent on any number of relevant factors. A cursory look at this model would reveal that he leaned largely on the system approach in his evaluation.

Ingwu aptly identified the similarities in these various models and noted that the following basic features are identifiable in all;

- i. Context: What training should be done
- ii. Input: Who is to be trained, by who, when and how
- iii. Process: How well is the training being done

#### **An Evaluation Model for the Study**

This study adopted Oduaran Evaluation Models. This is an extension of Bryson and Cullen's contingent approach.

Thus the analysis of the research would be done along this process

- i. Identification of the goals and objectives for which the NDE Scheme was established.
- ii. Finding out how the training needs of potential trainees and the manpower demand of the state are recognized before recruitment for training is accomplished
- iii. Finding out whether these goals and objectives are attainable, measurable and performance oriented.
- iv. Reviewing the design of NDE's programme of Youth Employment and Vocational Skills Development in Lagos State, especially, the resources available, the recruitment process, the adequacy or otherwise of the training programme monitoring and evaluation.
- v. Designing measuring tools
- vi. Collecting and analyzing data; and
- vii. Communication of results

The approach assumes that the vital decisions about the youth employment through vocational skills development for the hordes of the unemployed, assessment of the objectives, organizational structure, the function or activities each of the organizational units perform and how these units operates in the performance of their function are ecaluated.

#### **RESEARCH QUESTIONS**

The following research questions reflecting the objectives of this research are: -

- i. Are the objectives of the National Directorate of Employment under the National Open Apprenticeship Scheme being achieved?
- ii. Does the training programme of the NDE recognize participants training needs and the contemporary manpower demand of the state?
- iii. Is there any significant difference between the graduates of the NDE training programme and those from other similar training programmes?
- iv. Is there a significant reduction in the incident of youth and school leavers who have no marketable skills since the launching of the NDE's National Open Apprenticeship Scheme?

We should, conclude that the views of all scholars, on evaluation and various models are similar. The

following features are identifiable in all:

- a. What are to be achieved?
- b. The target audience?
- c. Are changes in place yet?
- d. How can the goal be met?
- e. Is the programme succeeding or failing?

## METHODOLOGY

The descriptive survey research design has been adopted for the study.

## THE RESPONDENTS

The respondents were drawn from the trainees and the operational and support services staff of the National Directorate of Employment. The number was made up of seven hundred trainees, (700) forty-two trainers (42) and twenty staff (20) of the NDE in Lagos.

## DATA COLLECTED

Three sets of questionnaires were used in gathering data for the study and oral interviews were used to complement the data collected through the questionnaire. The data collected were statistically determined through the use of measure of central tendencies and the chi-square ( $\chi^2$ ) test.

## MEASURES:

Oduaran's composite evaluation model was adopted in measuring the performance indices of the NDE's programmes in Lagos State with four areas of:

- i. Goals and objectives attainment of NDE programmes
- ii. Training needs of potential trainees and manpower demand of the state;
- iii. Significant difference between the graduate of the NDE training programme and those from other similar training programmes
- iv. And whether there is a significant reduction in the incidence of youths and school leavers who have no marketable skills since the launching of the NDE's National Open Apprenticeship Scheme.

## STATISTICAL ANALYSIS AND RESULTS

For the analysis of data, we made use of frequent counts, simple percentages and chi-square ( $\chi^2$ ).

## WORK ITSELF

### **i. Goals and objectives of the scheme**

The goals/objectives of the scheme were assessed. The research revealed that the scheme has met, to a reasonable extent, the goals and objectives of the government that established the NDE. This is captured in the respondents' answer with 96.05% agreeing and 03.95 disagreeing. Using the  $\chi^2$  at a degree of freedom of 0.05, the null hypothesis was accepted as the calculated value of

56.36 is greater than the tabulated value of 5.99. See appendix IA. This position has been corroborated by the Lagos State Secretariat of NDE through its annual report where it was revealed that:

"As at December, 2005, 30,00 trainees in 7 batches had been recruited and placed with various private and public vocational institutions in ten centers (Ikeja, Agege, Alimosho, Apapa Island, Badagry, Oshodi, Epe, Surulere and Ikorodu) where they are trained in various skills of their choice-ranging from catering, fashion designing, hair dressing, refrigeration and air conditioner maintenance, metal fabrication, printing etc. More than a quarter of the number recruited and trained by the NDE scheme, has been resettled and empowered accordingly. - see the Job Creation (2006).

This report shows that the objectives of the programme in providing training opportunities and developing short and long term solutions to unemployment in Lagos State are being met.

ii. **Recognition of training needs of the trainees and that of the manpower demands of the state**

This was equally assessed and the 650 trainees who responded agreed that their training needs were identified and considered before they were placed on apprenticeship scheme. However, the responses of the NDE staff interviewed on whether they allocated quotas to the various vocations, based on the state manpower demand, all answered "NO". The twenty respondents also were very unanimous in their response and this confirmed the fact the chance of the trade being fairly represented in the training programme depends solely on the trainees statistically, this did not adversely affect the calculated value of the chi-square. However, this test could not particularly be relied upon solely. The reason being that, for any meaningful training programme to be effectively carried out, the training needs and the manpower demands of the state must be complementarily treated and recognized.

iii. **Significant difference between the graduates of the NDE training programme and other similar training programme**

Responses to this questions were got from 708 respondents used for this study. 68% agreed that was a significant difference between the products of the NDE apprenticeship training programme and non-NDE apprenticeship graduates. 31% of the respondents disagreed. See appendix III). Using the  $\chi^2$  at degree of freedom of 2 at 5% (0.05) level of significance, the null hypothesis was accepted, as the calculated value of 7.59 is greater than the tabulated value of 5.99. This finding is very significant in the sense that it would enable the Directorate re-evaluate the training programme and correct the lapses which seems to make it turn-out seemingly half-baked graduates. Apart from the respondents used for these research questions, some experts in vocational training, from well-recognized institutions, were interviewed. The experts agreed to the fact that the graduates under the scheme are by far inferior to others in well established vocational institutions

whose competence are in no doubt and who undergo adequate training with modern and better equipment which could well adapt to changing situation and who spend much longer periods for their vocational trainings.

**iv. Whether there has been a significant reduction in the incidence of unskilled youth and school leavers since the launching of the NDE's National Open Apprenticeship Scheme**

Of the 708 respondents, 685 or 96.75% subscribed to the view that the launching of the National Open Apprenticeship Scheme, had led to the reduction in the incidence of the unskilled and marketable products of the formal school system at the primary, secondary and post secondary levels. The remaining negligible figure of 23 or 25% however feels that there had been no reduction.

Apart from the chi-square test contribution, explicable records from the Lagos State secretariat of NDE lend credence to the fact that the reduction is real.

## DISCUSSION

The findings of this research have far reaching implications for industrial education in Nigeria. Although General Ibrahim Babangida had boldly stood out to face the problem of youth unemployment by the establishment of the NDE in November 1986, the present rate of unemployment is so alarmingly embarrassing to all well-meaning Nigerians. The various measures by the subsequent leadership of this nation have not yielded the desired results. Something has to be done quickly to avoid anarchy in the land.

The unemployed are understandably volatile socially and politically and are capable of organizing violent opposition to a political establishment which, rightly or wrongly, they hold responsible for their plight. Thus having identified that lack of marketable skills, is one of the greatest impediments and carryover, of a poorly planned educational system the National Directorate of Employment initiated, among other things, retraining of scores of youths through the design and implementation of radical strategies to prepared the country's youth for gainful employment. This was why the National Open Apprenticeship Scheme (NOAS) became the mostly mass-oriented programme that employed thousands of the unemployed youths. This seems to be a practical approach to finding a lasting solution to the problem caused by the poor planning of formal educational system in Nigeria.

Admittedly, the products of the training programme of the Apprenticeship Scheme must be adequately trained and equipped with, practiced skills that would enable them compare favourably, if not better than existing vocational trainees in non-NDE apprenticeship. This is how the frustration of unemployment could be permanently arrested and done away with. If quality training and careful planning and execution of the National Open Apprenticeship Scheme is not done, the present efforts might fail and the problem of youth unemployment remain unsolved in the foreseeable future. This is why after twenty years or existence, the Directorate needs to radically increase and double its efforts in the recruitment of school leavers for the apprenticeship training as well as enhance an adequate quality control of her training programme. The scope of the recruitment should go beyond primary and secondary school leaders and embrace graduates of tertiary



the state and local governments towards the success of the scheme had been very poor if not non-existent

## CONCLUSION

On the whole, it may be concluded, that the establishment of the National Directorate of Employment, is a step in the right direction. Despite the shortcomings, thousands of unemployed youths have benefited from the scheme. Through the scheme, thousands of our school leavers have now become marketable and employed. See the job created (2006). The employment generation efforts of the National Directorate of Employment should be encouraged and improved upon. To do otherwise is to incite the wrath of the nations unemployed youths. The role of the youths is very important. As the saying goes; "No youth, No tomorrow".

## References

Adeyeye J. O. (2000): "Labour Management Relations In A Recessional Economy."

*The Nigerian Journal of Industrial Education and Labour Relation.*

Akintayo, M. O. (1989): Cost Of On-The Job Training: Whose Responsibility? Paper Presented at the 1985 National Workshop On Continuity Education Programme organized by the Department of Adult Education, University of Ibadan

Boydell, T. H. (1976): A Guide To The Identification Of Training Needs. 2<sup>nd</sup> Edition.

London Bacif, London

Brewster, (1980): "Evaluation Of Management Training: A Focus On Change" In

Beck, J. and Cox, C (eds) *Advances in Management Education.* John Wiley and Sons, Toronto

Federal Republic of Nigeria (1981): *National Policy on Education.* Revised (1981) NERC

Pess, Yaba Lagos.

Federal Republic of Nigeria (1986): *Structural Adjustment Programme for Nigeria*

July 1986 June 1988. Federal Government Printers, Lagos.

Gardiner, D. E (1977): "Five Evaluation Frameworks: Implication For Decision Making In

High Education." *Journal of Higher Education.* Vol. XLVIII, No.5 Sep. Cot.

National Directorate of Employment (1989): Programmes Of The National Directorate of

Employment, Cyclostyled Information Brochure.

Oduaran, A. B. (1987): "Evaluation Of Training Programmes For Community Development Agents In Bendel State Of Nigeria", Ph.D. Thesis in the Department of Adult Education University of Ibadan.

Okedara J.T. (1987): "The Impact Of Literacy Education In Ibadan, Nigeria", University Press, Inaugural Lecture series.

Olapeju, O. O. (1989): "An Analysis Of The National Directorate Of Employments Programme In Youth Employment and Vocational Skills Development In Ondo State, Nigeria". A research project for M.ED in the Department of Adult Education, University of Ibadan.

Omole, M.A.L.(1985): "Introducing Industrial Education and Training", Mimeographed.

Provus, M. (1973): *Discrepancy Evaluation*. Macuthan Corporation, Berkeley California.

Reynolds Jacks (1976): "Building The Evaluation Of Communication Activities Into Family Planning Programmes, In Rogers, E & Agarwala. Uniesco.

Sonde, A. K (1988): "An Appraisal of Vocational Training Programmes At The Women Special Training Center Ojo Igosun, Ibadan". M.ED project Department of Adult Education, University of Ibadan.

Soumelis, C. (1977): *Project Evaluation, Methodologies and Techniques*, Paris The Job Creator (2000): Newsletter of the National Directorate of Employment.

Ubeku, A (1975): *Personal Management in Nigeria*, Ethiope Publishing Coy, Benin City.