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# Availability of vocational training facilities for the National Directorate of Employment (NDE) in Nigeria

T.A. Adebisi <sup>1\*</sup>, C.S. Oni <sup>2</sup>

<sup>1</sup> Department of Arts and Social Sciences Education, Osun State University (UNIOSUN), Osogbo, Ipetu-Ijesa Campus, Nigeria

<sup>2</sup> Department of Continuing Education, Obafemi Awolowo University (OAU), Ile-Ife, Nigeria

## Abstract

The study adopted the survey design. Sample comprised 1, 200 trainees, 420 trainers and 120 ex-trainees from six states in Southwestern Nigeria using stratified and multi-stage sampling technique. Three instruments titled “NDE Trainees’ Questionnaire (NTeQ), “NDE Trainers’ Questionnaire (NTrQ), and “NDE Ex-trainees’ Questionnaire (NTexQ) for trainees, trainers and ex-trainees respectively were used to collect data. Data were analyzed using descriptive statistics. The results showed that the NDE had about 30 job categories, and that there was inadequate availability of training equipment for the NDE vocational training programmes. The study, among others, recommends that NDE should ensure that trainers procure necessary training facilities for proper impartation of employable skills into the trainees.

**Keywords:** Investigated, Availability, Training facilities, Vocational training, trainees

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## 1. Introduction

In every training programme, there is always the trainee, the trainer, and the job being trained for. However, for effective and meaningful training of any kind to be in place, there must be 'what?' (equipment or facilities) to train with. The NDE in collaboration with its numerous trainers scattered across the length and breadth of Nigeria need to provide adequate training equipment in all the locations accredited for the training of the prospective trainees. Training facilities can be considered as the life wires of any meaningful training. The following poem from local tradition buttresses the importance of training facilities in vocational training.

### Indigenous Language (Yoruba)

*Ise agbe ni ise ile wa*

*Eni ko se se*

*Yo ma ja lee*

*Iwe kiko, laisi oko*

*Ati ada*

*Koi pe o o!*

*Koi pe o o!*

### Translation (English)

*Farming is our natural vocation*

*He who woks not*

*Will steal*

*Schooling without hoe*

*And cutlass*

*Is incomplete!*

*Is incomplete!*

*(Source: oral tradition)*

Though, the above poem stresses the importance of farming to the well-being of a nation, it stresses much more the importance of farm implements to farming. This invariably can be applied to every other vocation apart from farming. Therefore, as important as farm implements are to farming, so also are training facilities to vocational training. The trainees have to work in workshops that are well-equipped with relevant machines and tools like the ones they will eventually encounter and use in industries or in their respective work centres. For this to happen, Ugwuaja (2010) said that fund is needed to procure machines and equipment with a view to ensuring meaningful training and subsequent acquisition of relevant job skills.

It has been observed that the speed of a nation's development is directly related to the quality of vocational skills possessed by its workforce ([www.motherservice.org/.../...](http://www.motherservice.org/.../...)). The wider the range and the higher the quality of vocational skills, the faster the growth and more prosperous the society will be. It should be borne in mind, however, that without the necessary and relevant vocational training equipment, possession of quality vocational skills will be a mirage. Since the possession of employable skills is a major determinant of how readily new job seekers find employment, provision of adequate training facilities and equipment becomes imperative in all agencies and directorates, especially the NDE charged with the responsibility of alleviating unemployment and poverty in Nigeria.

One of the major challenges of not only the tertiary institutions in Nigeria but also of all unemployment or poverty alleviation agencies is inadequate availability of training/learning materials and equipment just as Oranu (1990) observed that lacks of physical facilities are problems of tertiary institutions in Nigeria. Achieving the objective of equipping trainees with relevant and employable skills, with a view to making them live effectively in this dispensation of science, information and communication technology calls for provision of adequate training facilities in all the skills acquisition centres used by the NDE to train its trainees. Availability of equipment, machines and facilities for the purpose of vocational skills should mean that these training tools are provided in adequate quantity to a degree where it is possible for individual trainees to use during trainings in workshops (Umunadi, 2010).

The success of the implementation of the NDE vocational training mandate will largely depend on the availability of the necessary equipment and facilities. The provision of equipment and the effective utilization of the equipment and facilities should be given priority attention to ensure impartation of functional and productive vocational skills into the prospective NDE trainees. The carry-over effects of foundational problems confronting Nigeria education system and especially, vocational and technical education should not be allowed to truncate the laudable NDE mandate of imparting vocational skill into the unemployed under its training programme. A major problem that has been confronting vocational and technical education is lack of basic instructional facilities for training (Umunadi, 2010). One of the major problems in Nigeria education system has been lack of materials and necessary equipment in teaching the vocational, science and technology subjects.

Consequently, poor and ineffective training may be caused by lack of suitable tools, equipment and facilities. Umunadi (2010, p. 841) stated that “the teaching of vocational and technical education subjects require the use of specialized laboratories, workshops, machines, tools and equipment”. The availability of training equipment and facilities has to be ensured if remarkable accomplishment is to be made in the impartation of employable vocational skills into the trainees. Umunadi (2007, p. 840) stated that the “workshops, laboratories and the total environment where vocational and technical education programme is given must be adequately equipped to reflect the actual working environment”. Vocational training centres, workshops and the training environment should be well equipped to reach the standard of where trainees will work after training.

Umunadi (2010) lamented that the low level of funding of education makes it impossible for tertiary institutions to properly and adequately equip their workshops. A situation where too many trainees crowd a piece of equipment and where the nearest a trainee get to understand the use of a machine cannot make for a true and successful acquisition of skills will only lead to frustration. It is expected that in vocational training the trainer must observe the trainees as they work in the workshops or training centres, using the right equipment and tools. It is necessary to correct them during the training/practical work using the right equipment and facilities to enable the trainees meet the set objectives of acquiring employable vocational skills. A major problem confronting vocational training is inadequate quantities of equipment, machines, tools and other training materials (Osuala, 2004).

According to Onyegebu (2001), the development of capacity, potentials, self actualization, appreciation and application of knowledge necessary to solve practical problems in this fast technological changing society cannot be achieved, if equipment, training techniques and devices are not adapted to the demands of the technological and scientific age in which trainees have to live and function. The main thrust of the provision of vocational training equipment and facilities is to assist the trainers to train the trainees and utilize the equipment and facilities to learn (Umunadi, 2010). Consequently, this ought to provide trainees with the necessary knowledge, skills and experiences. Thus, tools which trainees can use in translating theoretical principles into practical design for problems solving and making functional use of devices must be provided in adequate quantity (Umunadi, 2010).

Consequent upon the importance of availability of vocational training facilities, the NDE in its efforts to ensure successful training at different training locations pays for the services rendered by master craftsmen/women employed by the Directorate. Fees payable to master trainers for their services have been increased from two hundred and fifty naira (N250.00) to one thousand naira (N1, 000.00) per trainee per year. However, the computer trainers are paid five thousand naira (N5, 000.00) per trainee for six months (NDE Brochure, May 2006). The Trainers Capacity Upgrading (TCU) was borne out of the need to assist NDE's master trainers to upgrade their workshops, standardized training outlets, enhance qualitative training and reduce rural-urban migration and encourage community-based vocational training as well as create more employment opportunities. In this arrangement, master trainers are provided with some loan assistance to the tune of one hundred and fifty thousand naira (N150, 000.00) each to improve their workshops and enhance the quality of training being imparted (NDE Brochure, May 2006). This is good but considering the current economic situation pertaining to prices and costs of procuring vocational training equipment and facilities there is the need for upward review of this gesture. The poor remuneration for trainers and inadequate facilitation of the training locations may affect the attitudes of the trainers against providing thorough training for the trainees.

### 1.1. Statement of the problem

Consequent upon the prevalence of unemployment, the Federal Government, in 1986, established the NDE with a view to alleviating unemployment. Imparting employable skills into the registered unemployed persons through vocational skill acquisition training is one of the programmes designed by the Directorate to combat unemployment. It is, therefore, necessary to find out if there is availability of training equipment necessary for NDE to fulfill its mandate through its various vocational skill acquisition training programmes.

### 1.2. The objective of the study

The objectives of this study are to:

- (a) Find out various vocations under which the NDE train prospective trainees;
- (b) Assess the training facilities available for the NDE vocational training programmes; and,
- (c) Find out if graduated trainees are given facilities to settle them in their respective trained vocations.

### 1.3. Research questions

The following research questions were raised based on objectives of the study.

- i. what are the various vocations under which the NDE train prospective trainees?
- ii. what are the facilities available for NDE vocational training programmes?
- iii. are the graduated NDE trainees given facilities to settle them in their respective trained vocations?

## 2. Methodology

### 2.1. Research design

The *ex-post facto* research design was employed for the study. "This design was employed because the researcher was not involved in the manipulation of any of the independent variables" (Adebisi and Oni, 2012, p. 32).

### 2.2. Population

The target population comprised all the trainees of the NDE in Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States, and all the trainers whose services were employed by the Directorate in the six states that constitute southwestern Nigeria.

### 2.3. Sample and sampling technique

Multi-stage sampling technique was used to select 1,740 respondents. These comprised 1, 200 trainees with 200 from each state. Each state was stratified into the 3 existing senatorial districts; 10 local government councils were randomly picked from the senatorial districts and then a sample size of 20 trainees per local government was obtained. Also, 420 trainers were selected with 70 per state. One hundred and twenty (120) ex-trainees (20 per state) were also selected. Snowballing sampling technique (i.e. one ex-trainee directing the researcher to another ex-trainee) was used to select the ex-trainees.

### 2.4. Instrument

The data for the study were gathered through the use of three questionnaires that contained structured and open-ended questions. The questionnaires are the "NDE Trainees' Questionnaire" (NTEQ), "NDE Ex-trainees' Questionnaire" (NTEQ), and "NDE Trainers' Questionnaire" (NTrQ) for trainees, ex-trainees and trainers respectively. The trainees' and the ex-trainees' questionnaires were designed to find out: various vocations under which NDE train its trainees, training facilities available in the various training centres or

organizations whose services were engaged by the Directorate. The trainers' questionnaire was designed to elicit information on trainers' area of specialization as per training.

## 2.5. Data collection procedure

The researcher with the research assistants administered the questionnaires on the respondents. Not all the questionnaires were returned the same day they were administered especially the trainees' and the trainers' questionnaires; the research assistants went back to collect the questionnaire within 2 to 3 days. The administration of the research instrument was done within two weeks simultaneously in all the six states covered by the study. All the 420 and 120 questionnaires for trainers and ex-trainees respectively were returned while 1,120 out of 1,200 questionnaires for trainees were returned.

## 2.6. Data analysis

The data were analyzed by the use of descriptive statistics – frequency distribution and percentages. The data were presented in tables and charts, using absolute figures and the comparative percentages capable of self-explanation and further analysis. The tables and charts were structured in line with the particular item(s) or group of items relevant to the issue being highlighted.

# 3. Results and discussion

## 3.1. Various vocations for which trainees are trained under NDE

Data in Table 1 show that 296 (26.4%) of the trainees were engaging in buying and selling, i.e. trading. Approximately one-fifth, 210 (18.8%) were trained for business and entrepreneur. Piggery had a low percent of 0.2 percent. Also, the data in Table 1 show that, 28 (23.3%) of the ex-trainees were into catering, 19 (15.8%) were into carpentry. House painting and building and bricklaying had 9 (7.5%) respectively, iron fabrication, plumbing and poultry farming also had same proportion of 3 (2.5%) respectively. Hair dressing had 12 (10%), while fashion designing 8 (6.7%). These, among others, describe different categories of job of ex-trainees as at the time of the survey.

Data in Table 2 show the categories of job and trade that trainers were doing and under which NDE trainees were trained. The highest representation of trainers was 61 (14.5%) that were engaged in trading and the lowest representation of them was in music training with only 1 (0.2%).

Data in the Table 3 show the distribution of trainers by job categories under which the trainers' services had been engaged and under which their trainees had been trained. A little above one-tenth of the trainees, 39 (11%) were trained for fashions designing, followed by computer training with 33 (9.3%). Music training had the lowest with 1 (0.3%). Other categories of job under which the trainers' service were engaged were shown in the table.

Table 1. Frequency and percentage distribution of trainees and ex-trainees by categories of jobs trained for

<b>Job Categories</b>	<b>Trainees Frequency</b>	<b>%</b>	<b>Ex-trainees Frequency</b>	<b>%</b>
Fashion designing	39	3.5	8	6.7
Medicinal/provision store	21	1.9	-	-
Buying and selling (trading)	296	26.4	7	5.8
Poultry	84	7.5	3	2.5
Garri (cassava powder) processing	31	2.8	-	-
Business/entrepreneur training	210	18.8	-	-
Welding (iron bending & fabricating)	18	1.6	3	2.5
Computer business/training & repairing	64	5.7	2	1.7
Self employed	85	7.6	-	-
Candle making	27	2.4	-	-
Fishing	77	6.9	-	-
Live stock farming	34	3	-	-
Drum manufacturing	6	0.5	-	-
Typing and shorthand	11	1	2	1.7
Shoe making/leather works	17	1.5	-	-
Photography	9	0.8	-	-
Catering	7	0.6	28	23.3
Piggery	2	0.2	-	-
Hair dressing	14	1.2	12	10
Block (bricks) making	28	2.5	9	7.5
Automobile mechanic	4	0.4	5	4.2
'Pure' (sachet) water production	4	0.4	-	-
Vulcanizing	-	-	4	3.3
Carpentry	-	-	19	15.8
Weaving	-	-	6	5
Plumbing	-	-	3	2.5
House painting	-	-	9	7.5
Other types	32	2.9	-	-
<b>Total</b>	<b>1120</b>	<b>100%</b>	<b>120</b>	<b>100%</b>

### 3.2. Availability of training facilities

Data in Table 4 show that out of the total number of trainees that were using machines or equipment in the NDE training locations, approximately, two-thirds, 483 (65.4%) claimed that machines or equipments for

training were not available, while others more than one-third, 256 (34.5%) claimed that equipment in NDE training centres were pretty available. In the same vein, 95 (81.2%) of the ex-trainees responded that they had machines/equipment in their workshops/centres, while 22 (18.8%) said they did not have. It is, however, noted that those who responded non availability of machines/equipment in their training locations were those who were under BBT, which deals majorly with trading (buy and selling). This type of trade does not require hardware equipment as trades like iron fabricating or fashion designing would require.

Table 2. Frequency and percentage distribution of trainers' types of job/trade

<b>Categories of job</b>	<b>Frequency</b>	<b>Percentage</b>
Bricklaying/building	19	4.5
Fashion designing	43	10.2
Barbing saloon	19	4.5
Art work	20	4.8
Computer training	35	8.3
Shoe making/leather works	16	3.8
Iron fabrication/bending	15	3.6
Tying and dying	19	4.5
Fishing/fish farming	14	3.3
Hair dressing	21	5
Car Rewiring/ battery charging	14	3.3
Furniture making	17	4
Trading	61	14.5
Poultry farming	10	2.4
Bakery	12	2.9
Car painting	14	3.3
Plumbing	6	1.4
Palm oil production	15	3.6
Panel beating	17	4
House painting	12	2.9
Music training	1	0.2
Phone repairing	6	1.4
Baking/catering	11	2.6
'Pure' (sachet) water making	3	0.7
<b>Total</b>	<b>420</b>	<b>100%</b>

Data in Figure 1 show the machines that were available at the NDE training centres with five machines on the average. This shows that the types of trade that require hardware equipment had average of 5 machines



to train the apprentices. Eighty-two (31.8%) of the trainees claimed they had 2 machines in their training centres, while 36 (14%) claimed that they had only 1 machine, 24 (9.3%) claimed they had three machines, 13 (5%) claimed having 10 machines, and about four percent and 5 percent claimed 16 and 20 machines respectively. This analysis indicates that some machines were available for the implementation of NDE training Programmes in the training locations.

Table 3. Frequency and percentage distribution of type of jobs trainers train their trainees for

	Frequency	Percentage
Bricklaying/building	30	8.5
Fashion designing	39	11
Barbing saloon	17	4.8
Art work	20	5.7
Computer training	33	9.3
Leather work/shoemaking	16	4.5
Iron fabrication/bending	14	4
Tying and dying	19	5.4
Fishing/fish farming	14	4
Hair dressing	17	4.8
Car rewiring/battery charger	10	2.8
Furniture making	10	2.8
Trading	17	4.8
Poultry farming	10	2.8
Bakery	12	3.4
Car painting	14	4
Plumbing	5	1.4
Palm oil production	10	2.8
Panel beating	17	4.8
House painting	11	3.1
Music training	1	0.3
Phone repairing	4	1.1
Baking/catering	11	3.1
'Pure' (sachet) water making	2	0.6
<b>Total</b>	<b>353</b>	<b>100%</b>

Table 4. Frequency and percentage distribution of trainees by machine/equipment available in training centres

Availability of machine/equipment	Trainees Frequency	%	Ex-trainees Frequency	%
There are machines/equipment	256	34.6	95	81.2
There are no machines/equipment	483	65.4	22	18.8
<b>Total</b>	<b>739</b>	<b>100%</b>	<b>117</b>	<b>100%</b>

Among the ex-trainees that responded that they had machines in their former training centres 58 (61.1%) had 2 machines, those that had 1, 3 and 5 machines are of equal proportions, 12 (12.6%). Those that had 4 machines are of low proportion of 1 (1.1%).

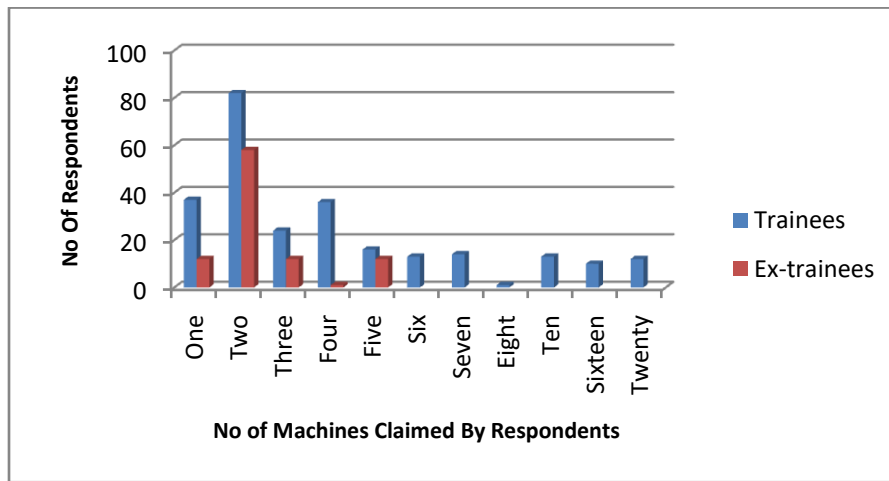


Figure 1. Distribution of number of machines available at NDE vocational training centres.

Data in Table 5 describe the distribution of machines in the NDE training centers. The highest proportion of machine in the training centres is complete computer systems as well as net for the fisher-men with the percentage of 22.7 percent and 27.5 percent respectively. Other machines are as follows: IBM Machine 15 (5.9%), electric sewing machines 17 (6.7%), welding machine 18 (7.1%), pressing iron 5 (2.0%). This analysis further proves that there were some machines/equipment to train with at the NDE training locations. Data in Table 5 also show that the larger percentage of various categories of machine available at ex-trainees workshops were electric oven and blender 28 (29.5%).

Data in Table 6 show that three quarters, 315 (75%) of trainers did not have machines/equipment in their workshops to train the trainees under them, while only one-quarter 105 (25%) had machines/equipment to train their trainees.

Table 5. Frequency and percentage distribution of trainees by type of machines available in the training centres

Types of machine/equipment available	Trainees Frequency	%	Ex-trainees Frequency	%
IBM typing machine	15	5.9	-	-
Fishing net	70	27.5	-	-
Electric sewing machine/weaver	17	6.7	8	8.4
Welding machine	18	7.1	3	3.2
Spraying machine	6	2.4	6	6.3
Cooling fan	15	5.9	-	-
Computer systems	58	22.7	2	2.1
Feed mills mixer	8	3.1	-	-
Type-setting and printing machines	18	7.1	2	2.1
Pressing iron	5	2	-	-
Scale	10	3.9	-	-
Pliers/spanners and harmer	-	-	5	5.3
Air pumping machine	-	-	4	4.2
Diggers	-	-	2	3.2
Electric oven and blender	-	-	28	29.5
Saw/blade	-	-	13	13.7
Hair drier	15	5.9	11	11.6
Roller and brush	-	-	9	9.5
Electrodes	-	-	1	1.1
<b>Total</b>	<b>255</b>	<b>100%</b>	<b>195</b>	<b>100%</b>

Table 6. Frequency and percentage distribution of availability of machine/equipment at trainers' workshops

	Frequency	Percentage
Trainers that do not have machine/equipment	315	75
Trainers that have machine/equipment	105	25
<b>Total</b>	<b>420</b>	<b>100%</b>

### 3.3. Graduated trainees having facilities given to them to settle them in their respective trained vocations

Data in Table 7 show the distribution of trainees and ex-trainees whom facilities would be/were given to after the training programme in order for them to establish on their own. Two-third, 716 (66.9%) of trainees would have machine/equipment or other forms of facilities given to them after the NDE training programme. One-third, 355 (33.1%) said that no facilities or equipment would be given to them to establish their

business or work after their NDE job training programme. On the other hand, 118 (98.3%) ex-trainees claimed that facilities and equipment were given to them while only 2 (1.7%) ex-trainees denied being given any facility for settlement after their NDE training programmes.

Table 7. Frequency and percentage distribution of trainees having facilities/machines given to them after NDE training programme

<b>Responses</b>	<b>Trainees Frequency</b>	<b>Percentage</b>	<b>Ex-trainees Frequency</b>	<b>Percentage</b>
To be given/were given facilities	716	66.9	118	98.3
Not to be given/were not given facilities	355	33.1	2	1.7
<b>Total</b>	<b>1071</b>	<b>100%</b>	<b>120</b>	<b>100%</b>

Meanwhile, larger proportion of trainees, 652 (85.1%) and approximately two-thirds, 55 (63.5%) of ex-trainees confessed that they received/would receive settlement facilities in form of loan. One hundred and fourteen (14.9%) trainees and 33 (37.5%) said they would be/were given one or the other machine/equipment directly from the NDE to settle them in the jobs for which they have been trained.

Table 8. Frequency and percentage distribution of type of facilities given to the trainees after the training

<b>Facilities/equipment to be given/were given</b>	<b>Trainees Frequency</b>	<b>Percentage</b>	<b>Ex-trainees Frequency</b>	<b>Percentage</b>
Loan	652	85.1	55	62.5
Machines/equipment	114	14.9	33	37.5
<b>Total</b>	<b>766</b>	<b>100</b>	<b>88</b>	<b>100%</b>

#### 4. Summary of findings

The first research question examined the various vocations under which the apprentices were trained by their trainers. It was discovered from the data analysis that the trainees were trained for the following job categories: fashion designing, poultry farming, 'gari'(cassava powder) processing, entrepreneurial training, welding and iron fabricating, computer training, candle making, fishing, drum manufacturing, typing and shorthand, shoe making and leather works, photography, catering, hair dressing, blocks (bricks) making, automobile (mechanical) engineering work, 'pure' (sachet) water production, vulcanizing, carpentry, weaving, plumbing, and house painting among others, (see Tables 1, 2, and 3). Thus, from the findings, the

NDE has many vocations from which the prospective beneficiaries can acquire necessary skills that will guarantee their employment. However, the finding shows that trainees enrolled more in certain vocations more than others which have scanty enrollment of trainees.

Research question two sought to find out the availability of training facilities available for the implementation of the NDE training programmes in the designated training centres. The findings on this research question showed that there was some equipment available for the successful implementation of NDE training programmes in the training locations. Some of the available equipment included: typing machines, fishing nets, electric sewing machines, welding machines, spraying machines, cooling fans, computer systems, feed mills mixers, type-setting and printing machines, pressing iron, scales, pliers, spanners and hammers, air pumping machines, diggers, electric ovens and blenders, saw blades, hair driers, rollers and brushes, and electrodes, among others (see Tables 4 and 5).

As regards research question three, 716 (66.9%) trainees said they would be given machines/equipment to establish them in their respective jobs after their training. Likewise, 118 (98.3%) ex-trainees responded that they were given machines/equipment to establish them in their respective jobs after their training (see Tables 7 and 8). However, the response of the trainers negated those of the trainees and ex-trainees as it showed that there was inadequate equipment for the implementation of the NDE vocational training programmes. For instance, Data in Table 6 show that three quarters, 315 (75%) of trainers did not have machines/equipment in their workshops to train the trainees under them, while only one-quarter 105 (25%) had machines/equipment to train their trainees.

Finally, from the analysis and discussion of results of this study, the following strengths and weaknesses of the NDE can be identified. The Directorate has many and divers job categories from which trainees can acquire vocational skills. The stipends – two hundred and fifty naira (N250.00) – given to the trainees is too small considering the current economic situation in the country. Also, paying the trainers engaged by the Directorate for the training of its trainees only five thousand naira per trainee may not make the trainers render thorough and effective training to the trainees. The Directorate must have clear-cut modalities for registering and distributing the trainees to each of its schemes to avoid lopsidedness in enrollment in the available schemes and vocations. In addition, training without availability of adequate training equipment will only lead to frustration and defeat of purpose for which the Directorate was established.

## 5. Conclusions

In conclusion, the results of the data from this study suggest the following conclusions:

- i. The Directorate was found to have many vocations under which the prospective trainees could enroll and acquire vocational skills. For instance, 30 different job categories were identified and listed by the respondents.
- ii. The results showed that there was inadequate availability of equipment for the implementation of the NDE vocational training programmes. For instance, 315 (75%) of trainers did not have

machines/equipment in their workshops to train the trainees under them, while only one-quarter 105 (25%) had machines/equipment to train their trainees.

## 6. Recommendations

The findings of this study suggest the following recommendations:

- iii. The activities of NDE need to be constantly appraised and efforts should be made to link up more with both the informal sector where apprenticeship activities are carried out without proper basic structure of sustaining the apprentices when they finish learning the jobs, and the formal school system where individuals could acquire those skills as part of their educational programme.
- iv. The NDE will have to re-strategize its operational procedures/guidelines with a view to ensuring even enrollment of prospective trainees into its different operational schemes.
- v. Availability of training equipment is very important to skill acquisition. NDE should devise a way of assisting the trainers/training centres to procure necessary training facilities for proper impartation of employable skills into the trainees.

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