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NATIONAL DIRECTORATE OF EMPLOYMENT TRAINEES' RATINGS OF THEIR SKILLS FOR EMPLOYABILITY IN ANAMBRA STATE

Mmaduabuchukwu Chidiebere Kanu[1], Chukwuemeka Ezekiel Aja[2] & Umurhurhu Edirin Benjamin[3]

[1]Department of Technology and Vocational Education, Nnamdi Azikiwe University, Awka
[3]Department of Mechanical Engineering, Delta State University of Science and Technology, Ozoro
mc.kanu@unizik.edu.ng, chukwuemekaezekiel42@gmail.com & umusbenji@gmail.com

ABSTRACT

The study sought to determine the 2022 National Directorate of Employment trainees' ratings of their skills for employability in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance The study adopted a descriptive survey design using a population of 240 NDE NOAS 2022 trainees on electrical installation and refrigerator and air-conditioning repairs from three Local Governments in Anambra State. There was no sampling for the study because of manageable size of the population. . A structured questionnaire of 50-items with five-point rating scale was utilized for the study. The Pearson Product Moment Correlation Co-efficient was used to determine the reliability of the instrument, which yielded co-efficient of 0.82, 0.84 and 0.71 for the three sub-sections of the instrument with an aggregate reliability of 0.79. Mean and standard deviation were used to answer the research questions. The analysis of variance (ANOVA) was used to test the hypotheses. The findings of the research questions revealed that NDE NOAS trainees possessed moderate generic skills, high technical skills and high entrepreneurship skills after their training for employability. Hypotheses testing showed that there is a significant difference in the mean ratings of unemployed graduates of tertiary institutions and school leavers of lower level of education on their generic skills, technical skills and entrepreneurship skills for employability after NDE NOAS training in Anambra State. The conclusion was that the NDE NOAS training programme is effective in equipping unemployed youths with requisite skills for immediate employment. It was recommended among others, that Government should support NDE by providing adequate funds and infrastructure facilities like workshops, training materials, tools, equipment and power supply for proper execution of the training.

Keywords: Unemployment, National Directorate of Employment, National Open Apprenticeship Scheme, Training, Employability Skills.

Introduction

The mass unemployment of qualified and able-bodied men and women has generated many concerns all over the world. The International Labour Organisation (2012) noted that despite the rapid recovery

in the global economy that took place, unemployment remained elevated. The above scenario propels Nigerian government like other nations' around the world to take some practical steps towards alleviating unemployment by the establishment of National Directorate of Employment (NDE). However, in spite of the desperate efforts towards eradication of this phenomenon, it is sad to know that Nigeria economy continues to experience increase in unemployment rate among youths.

According to NDE annual report (2015), unemployment especially among graduates of tertiary institutions (PhD, M.Sc/M.Ed, PGD, B.Sc/B.A/B.Engr/B.Ed, HND, OND, NCE) and school leavers of lower level of education (NABTEB, SSCE, NECO, JSSCE, FSLC) has remained one of the fundamental challenges threatening the economic development of Nigeria. It continued to worsen with the implementation of economic reform policies such as currency devaluation, deregulation, trade liberalization, privatization and the enthronement of market forces. This resulted in low capacity utilization in industries, the collapse of various businesses, and massive staff rationalization in both government and private agencies.

The Nigerian government, in response to the clarion call has continued to strive to contain the contagious effect of unemployment by providing various empowerment programmes to develop the Nigerian youths through skill acquisition. However, the results have remained terribly unimpressive despite the efforts of government, stakeholders and economic players in establishing a programme such as NDE. The philosophy of NDE is self-enterprise, which emphasizes self-employment and self-reliance in preference to wage employment. This philosophy is pursued through policy planning and well-articulated programme of Vocational Skills Development (VSD) Programme. These programme are set up across the 36 states and Federal Capital Territory in an effort to alleviate unemployment crises in the nation (Adebisi & Oni, 2012).

The VSD training programme has National Open Apprenticeship Scheme (NOAS) whose aim is to train people on technical and vocational skills in different fields of trade for certain duration (Ekpenyong, 2011). The NOAS scheme is designed to empower and equip unemployed graduate of tertiary institutions, unskilled school leavers and school dropouts through skill acquisition training. The NOAS scheme of NDE in Anambra State offers the following technical and vocational skills: computer operation and repairs, computer programming, electrical installation, electronics repairs, refrigerator and air-conditioning repairs, cosmetology, hair dressing, catering, confectionery, tailoring, satellite dish installation and tracking, bead making, hat making, shoe making, and battery charging (NDE annual report, 2015).

In addition, the NOAS scheme is executed within budgetary provisions or collaborative initiatives as provided in the NDE Act. These collaborative ventures have proven to be veritable strategies in imparting skills at the grass roots. The NDE state offices recruit persons without formal education, school leavers and graduates of tertiary institutions who desire to acquire functional and marketable skills. These youths are posted to master craftsmen and

women of informal sector operators for skills acquisition training. In a case of rural area with no informal sector outlets, NDE provides a well-equipped mobile workshop to train these youths for period of three months. This NDE skill acquisition training will promote the development of their skills at the completion of the training. The graduate trainees are equipped with employability skills useful in the world of work (NDE annual report, 2015).

Employability skills are referred to as the skill required in securing and retaining a job (Shafie & Nayan, 2010). These skills are essential skills necessary for acquiring, keeping and performing well on a job. Employability skills according to (Amadi, 2019) is the ability of graduates to possess and exhibit the knowledge, attributes and attitudes needed to attain and maintain jobs in which they can be successful and fulfilled not only in their occupations but in life as well. Such skills include; managing resources, communication and interpersonal skills, team work and problem-solving. In addition, Ezedum (2011) stated that employability skills are transferable skills needed by an individual such as: generic skills, technical skills and entrepreneurship skills.

Generic skills refer to little or no interaction with machines, but help individuals maintain positive social relationships and contribute to the work environment (Adibe, 2019). Uchendu in Adibe (2019) defined generic skills as competence essential for effective participation in the emerging patterns of work and work organization. Uchendu further stated that generic skills are the capacity to apply knowledge and skills in an integrated way in work situations. He established a set of required characteristics for generic skills to be acceptable as a competence. These competences are information management skills, communication, planning and organizing activities, working with others in the group and problem solving. These generic skills cut across other employability skills: technical skills and entrepreneurship skills.

Technical skills refer to both theoretical knowledge and practical skills required by the trainees in the course of their training in the world of work (Osinem & Nwoji, 2010). Technical skills are also referred to as the technical competence or industry based skills embedded in the training curriculum (Okorie, 2010). Osuala in Tongshuwal (2015) defined technical skills as the ability to do or perform an activity in relation to some meaningful work. Tongshuwal further stated that these skills are needed to perform specific tasks through proper procedures. These skills would help an individual possess the following qualities such as interest, ability, aptitude, patience, practice, personality characteristics and other human physical qualities. Also, these skills would enable an individual to succeed in this rapid global change and entrepreneurship driven economy.

Entrepreneurship skills are business skills, which an individual acquires personally to function effectively in business as an entrepreneur and be self-reliant (Umunadi, 2014). The skills consist of effective utilization of ideas, information, and facts that help trainees develop competencies, services, or become productive employees of organizations. It is all about self-employment, which is very important for improving an individual's

quality of life and national development. It gives the youths more opportunities to exercise creative freedom, higher self-esteem, improve the well-being of their lives and other individuals as well as contribute to national development.

However, the inclusion of these employability skills into the NOAS training programme of NDE would go a long way to increase the quality of manpower, reduce the rate of dependence on government for job and ability to be creative or innovative in any chosen career. The possession of employability skills by graduate trainees will become a permanent solution to reduce unemployment, poverty and empower the youths to develop businesses ideas and contribute to the overall productive capacity as well as national economic growth and development. It is therefore, against this background that the study sought to determine the NDE trainees' ratings of their skills for probable employability in Anambra State.

Statement of the Problem

Unemployment has been an issue of discourse in Nigeria. This has grown large that the situation cannot be addressed by mere campaign or words of mouth (Nwankwo & Ifejiofor, 2014). It requires the combined efforts of individuals, the government and the world at large to formulate a lasting strategy to curb this menace. Unemployment in Nigeria has affected the youth and the economic development of the country from a broad spectrum of socio-economic perspective. It is obvious that the situation especially that of youth unemployment affected Nigeria's progress in several ways. Apart from the economic waste it brought to the nation, it also constitutes political unrest for the country (Asogwa & Dim, 2016). According to Ezie (2012), the unemployment situation in Nigeria is disturbing and even more disheartening that the country's economic condition cannot absorb an optimal proportion of its labour force. The rate of unemployment has resulted to various crimes ranging from militancy, robbery, kidnapping, drug, child trafficking and armed banditry experienced in our society in recent time.

This situation appears to have become irredeemable and still remain worrisome. If this is not checked, there is a possibility of anarchy and relapse to brutality being melted out to members of the society especially the rich and highly placed considering the rampant crimes recorded in various areas of the society. Thus, the society becomes unhabitable for everyone. What can be done to checkmate this seemingly unacceptable societal mishappenings and crimes? It is important for a lasting solution to be found by creating work opportunities and skill acquisition options. The problem of this study therefore is to determine the exploitation of the NDE training programme to facilitate the acquisition of skills needed for possible employment in Anambra State for training unemployed trainees.

Research Questions

The following research questions guided the study:

1. What are the trainees' ratings of their generic skills for employability after NDE NOAS training in Anambra State?
2. What are the trainees' ratings of their technical skills for employability

after NDE NOAS training in Anambra State?

3. What are the trainees' ratings of their entrepreneurship skills for employability after NDE NOAS training in Anambra State?

Hypotheses

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

Ho1: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their generic skills for employability after NDE NOAS training in Anambra State.

Ho2: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills for employability after NDE NOAS training in Anambra State.

Ho3: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their entrepreneurship skills for employability after NDE NOAS training in Anambra State.

Method

This study adopted descriptive survey design. The population of the study was 240 2022 NDE NOAS trainees from three Local Governments (Awka-South, Nnewi-North and Onitsha-North) in Anambra State. The entire population was used because the size was manageable. Data were collected using a structured questionnaire tagged National Directorate of Employment National Open Apprenticeship Scheme Questionnaire (NDENOASQ) developed by the researcher with the insight gained from literature review. The instrument was structured on five (5) point rating scale of Very High (VH), High (H), Moderate (M), Low (L), and Very Low (VL).The instrument was face validated by three experts: two lecturers from Technology and Vocational Education department, one lecturer from Measurement and Evaluation department both in Nnamdi Azikiwe University, Awka. To determine the reliability of the instrument, test re-test method was used on 10 respondents (trainees) each from electrical installation and electronics repairs skill in one of the NDE skill acquisition training center in Enugu state. Data collected were analyzed using Pearson Product Moment Correlation reliability co-efficient of 0.82, 0.84 and 0.71 were obtained from the three clusters aggregate reliability of 0.79. Copies of the questionnaire were personally administered by the researcher with the help of three research assistants to the respondents. The data collected were analyzed using mean, standard deviation and analysis of variance. The mean were used to answer the three research questions while the analysis of variance was used to test the null hypotheses at 0.05 level of significance. The null hypothesis was upheld where calculated f value was less than the table value. The null hypothesis was rejected where calculated f value was greater than or equal to the table value.

Presentation of Results

Research Question 1: What are the trainees' ratings of their generic skills for employability after NDE NOAS training in Anambra State?

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Table 1: Mean ratings of the respondents on generic skills for employability after NDE NOAS training in Anambra State. N=240

S/N	Generic skills		$\overline{X}$	SD	Remarks
1.	Ability to work in a team	3.80	1.028	H	
2.	Ability to create new ideas	4.00	0.915	H	
3.	Command of trade terminologies	3.40	1.134	M	
4.	Ability to set and achieve feasible goals	3.60	1.050	H	
5.	Ability to work independently	3.00	1.326	M	
6.	Ability to manage your time in any job assignment	3.40	1.078	M	
7.	Ability to organize your daily work activities	3.80	0.969	H	
8.	Ability to communicate effectively	3.00	1.281	M	
9.	Ability to transfer knowledge to application	3.60	1.014	H	
10.	Ability to adapt to new technology	3.20	1.278	M	
11.	Ability to follow instruction	3.20	1.258	M	
12.	Possess good listening skill	3.60	1.026	H	
13.	Possess efficient writing skill	3.20	1.268	M	
14.	Ability to exercise leadership skill	3.40	1.074	M	
	Cluster Mean	**3.44**	**1.121**		**M**

Data in Table 1 show that out of the fourteen items listed on generic skills for employability after NDE NOAS training in Anambra State, six items were rated high with the mean score of 3.60 to 4.00 and eight items were rated moderate with the mean score of 3.00 to 3.40. The cluster means score of 3.44 shows that the respondents possess moderate generic skills for employability after NDE NOAS training in Anambra State. The standard deviations for all the items are in the same range indicating that the respondents were homogenous in their opinions.

Research Question 2: What are the trainees' ratings of their technical skills for employability after NDE NOAS training in Anambra State?

Table 2: Mean ratings of the respondents on technical skills (electrical installation, refrigerator and air-conditioning repairs) for employability after NDE NOAS training in Anambra State. N=120 for each technical skills

S/N	Technical skills (Electrical installation)	$\overline{X}$	SD	Remarks
15.	Ability to trace open circuit faults (no power inputs/outputs)	4.00	0.781	H
16.	Ability to trace conduit wiring obstructions (improper conduit pipes laying)	3.60	1.291	H
17.	Ability to trace short circuit faults (abnormal flow of high current through equipments or transmission)	3.80	1.176	H
18.	Ability to solve problems of unsymmetrical fault (unbalanced flow of current due to improper connections)	3.50	1.372	H
19.	Ability to trace fault caused by power surge	3.70	1.239	H
20.	Ability to identify wires/cables needed according			

	to the current rating			4.20	0.755	H
21.	Ability to lay conduit in the building			3.50	1.444	H
22.	Ability to install cables from distribution board to lighting points		4.00	0.864	H	
23.	Ability to use tools for electrical installation		4.20	0.840	H	
24.	Ability to install lights, ceiling fans and switches		4.50	0.504	VH	
25.	Ability to install junction boxes for connections of wires/cables		4.60	0.527	VH	
26.	Ability to install ceiling roses and sockets		4.50	0.504	VH	
27.	Ability to install distribution board and main switches	4.60	0.527	VH		
28.	Ability to know the spacing for wire clips in surface wiring			4.20	0.819	H
	Cluster Mean			**4.06**	**0.903**	**H**

S/N	Technical skills (Refrigerator and air-conditioning repairs)		$\overline{X}$	SD	Remarks
29.	Ability to trace fault caused by power surge	3.80	1.176	H	
30.	Ability to trace fault of humming sound but not cooling	4.00	0.939	H	
31.	Ability to detect when the refrigerator or air-condition has low gas		4.60	0.527	VH
32.	Ability to solder condenser or compressor pipe very well	4.20	0.898	H	
33.	Ability to detect faulty condenser or compressor	4.50	0.504	VH	
34.	Ability to refill gas in a refrigerator or air-condition	4.60	0.527	VH	
35.	Ability to detect faulty relay or capacitor in a refrigerator or air-condition	4.20	0.819	H	
36.	Ability to use multimeter very well to measure relay or capacitor		4.40	0.643	H
37.	Ability to use other tools for refrigerator and air-condition repairs		4.00	0.863	H
38.	Ability to recoil copper pipe inside the refrigerator for proper cooling		3.60	1.291	H
	Cluster Mean		**4.19**	**0.819**	**H**

Data in Table 2 show that out of the twenty four items listed on technical skills (electrical installation, refrigerator and air-conditioning repairs) for employability after NDE NOAS training in Anambra State, seven items were rated very high with the mean score of 4.50 to 4.60 and 18 items were rated high with the mean score of 3.50 to 4.40. The cluster means score for technical skills (electrical installation, refrigerator and air-conditioning repairs) are 4.06 and 4.19 indicates that the respondents possess high technical skills for employability after NDE NOAS training in Anambra State. The standard deviations for all the items are in the same range indicating that the respondents were homogenous in their opinions.

Research Question 3: What are the trainees' ratings of their entrepreneurship skills for employability after NDE NOAS training in Anambra State?

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Table 3: Mean ratings of the respondents on entrepreneurship skills for employability after NDE NOAS training in Anambra State. N=240

S/N	Entrepreneurship skills	$\bar{X}$	SD	Remarks
39.	Ability to understand business culture	4.50	0.501	VH
40.	Ability to possess customer's mentality	4.20	0.814	H
41.	Ability to manage business project effectively	3.80	1.028	H
42.	Possession of good marketing skill	3.60	1.050	H
43.	Possession of good record keeping skill	4.00	1.082	H
44.	Possess good collaborative skill	3.60	1.145	H
45.	Possession of business managerial skill	4.00	0.915	H
46.	Ability to make quality decision and set achievable goals	3.80	0.969	H
47.	Ability to manage resources effectively	4.50	0.708	VH
48.	Ability to display creativity in business	3.80	1.028	H
49.	Ability to identify investment opportunity	4.00	1.082	H
50.	Possession of financial management skill	4.00	0.915	H
	Cluster Mean	**3.98**	**0.936**	**H**

Data in Table 3 show that out of the twelve items listed on entrepreneurship skills for employability after NDE NOAS training in Anambra State, two items were rated very high with the mean score of 4.50 and 10 items were rated high with the mean score of 3.60 to 4.20. The cluster means score of 3.98 shows that the respondents possess high entrepreneurship skills for employability after NDE NOAS training in Anambra State. The standard deviations for all the items are in the same range indicating that the respondents were homogenous in their opinions

Hypothesis 1: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their generic skills for employability after NDE NOAS training in Anambra State.

Table 4: Summary of ANOVA statistics of difference in educational attainment respondents' mean ratings on their generic skills for employability after NDE NOAS training in Anambra State.

Sources of variance	SS	Df	MS	A	f-value	p-value	Decision
Between groups	3.21	3	1.07				
				0.05	8.50	0.000	Significant
Within groups	29.75	236	0.13				
Total	32.96	239					

Table 4 shows the degree of freedom of 239 at 0.05 level of significance with p-value of 0.000. If the p-value of 0.000 is equal to or less than 0.05, it is significant (Ho is rejected). This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their generic skills for employability after NDE NOAS training in Anambra State.

Hypothesis 2: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills for employability after NDE NOAS training in Anambra State.

Table 5: Summary of ANOVA statistics of difference in educational attainment respondents' mean ratings on their technical skills for employability after NDE NOAS training in Anambra State.

Sources of variance		SS	Df	MS	α	f-value	p-value	Decision
Electrical Installation	Between Groups	2.034	3	0.678	0.05	6.388	0.001	significant
	Within Groups	5.943	116	0.106				
	Total	7.977	119					
Refrigerator and Air-conditioning Repairs	Between Groups	0.875	3	0.437	0.05	4.184	0.020	Significant
	Within Groups	5.959	116	0.105				
	Total	6.834	119					

Table 5 shows the degree of freedom of 119 at 0.05 level of significance with p-value of 0.001 and 0.002. If the p-value of 0.001 and 0,002is equal to or less than 0.05, it is significant (Ho is rejected). This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills for employability after NDE NOAS training in Anambra State.

Hypothesis 3: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their entrepreneurship skills for employability after NDE NOAS training in Anambra State.

Table 6: Summary of ANOVA statistics of difference in educational attainment respondents' mean ratings on their entrepreneurship skills for employability after NDE NOAS training in Anambra State.

Sources of variance	SS	Df	MS	A	f-value	p-value	Decision
Between groups	4.949	3	1.650	0.05	31.791	0.000	Significant
Within groups	12.247	236	0.052				
Total	17.197	239					

Table 6 shows the degree of freedom of 239 at 0.05 level of significance with p-value of 0.000. If the p-value of 0.000 is equal to or less than 0.05, it is significant (Ho is rejected). This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their

entrepreneurship skills for employability after NDE NOAS training in Anambra State.

Discussion of Findings

The respondents used for this study were the graduate of tertiary institutions and school leavers of lower level of education who supposed to adequately possess generic skills for employability after their training in Anambra State. Their responses, therefore, showed that the trainees possessed moderate generic skills and should be considered as effective for employability. The result of the hypothesis also indicated that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education respondents on generic skills for employability in Anambra State and hypothesis was rejected. This result is in line with the findings of Hock-Eam & Muszafarshah (2012) that the effectiveness of industrial training improves trainees' generic skills proficiency after training. Therefore, the NDE NOAS training improves trainees' generic skills proficiency after training and would make them to be more competent, perfect and relevant to the world of work. The issues of seeking employment or potential job seekers should go into the job market with different knowledge, qualities and competencies. With this knowledge, the trainees will be acquainted with work based qualities an individual should possess to be employable.

The findings revealed that NDE NOAS trainees possessed high technical skills for effective performance after their training in Anambra State. Their responses showed that the NDE NOAS training programme was practical oriented to improve technical skills of trainees after the training. The findings support the view of Consultancy, Research & Information Technology Department in Adibe (2019) that the evaluations of industrial training on technical skill acquisition programme were achieved at the end of the training. The key factor in NDE NOAS training depends on the quality, efficiency and effective individual skill development and experience after the skill acquisition programme. The result of hypothesis also indicated that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education respondents on technical skills for employability in Anambra State and hypothesis was rejected. This result is in line with the findings of Consultancy, Research & Information Technology Department in Adibe (2019) that the inculcation of the right attitude is necessary for entry and progress in an occupation irrespective of certificate one possesses.

The findings revealed that NDE NOAS trainees possessed high entrepreneurship skills for effective performance after their training in Anambra State. Their responses showed that the NDE NOAS training programme encourages one to start up their own business enterprise or sustaining the existing one to achieve better living condition. These enterprises are expected to create wealth for their owners, improve the well-being of other individuals and communities as well as contribute to national development. The finding supports the view of Ossai & Nwalado (2012) that the entrepreneurship education is a panacea for sustainable development. The NDE NOAS trainees possessed entrepreneurship skills

after their training to achieve substantial reduction in unemployment and rapid economic development. The result of hypothesis also indicated that is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education respondents on entrepreneurship skills for employability in Anambra State and hypothesis was rejected. This is in line with findings of Ossai & Nwalado (2012) that the entrepreneurship education is a panacea for sustainable development. The NDE NOAS trainees explore opportunities for creative ideas which geared towards job creation and employment opportunities after their training. This orientation for entrepreneurial life equipped the trainees with entrepreneurship skills to become productive, successful and independent to seek business opportunities and manage such business effectively

Conclusion

Based on the findings of this study, the researcher concludes that adoption of generic skills, technical skills, and entrepreneurship skills will go a long way to increase the quality of manpower, reduce the rate of unemployment or dependence on government for job and enhance creative innovation in the trainees chosen careers after the NDE NOAS training.

Recommendations

In view of the study, the following recommendations are made:

1. VSD department of NDE should package in-service training programme for the trainers to acquire relevant skills based on their area of specialization.
2. Effective instructional technique and strategies should be adopted by trainers to achieve employability skills for their trainees. These techniques and strategies include demonstration, project, experiment and assignment in order to achieve the desired result necessary for the world of work.
3. Government should support NDE by providing adequate infrastructural facilities like building workshops, training materials, tools, equipment and power supply.
4. Government should provide adequate funds to NDE for proper execution of NDE B-NOAS training.
5. NDE should evaluate and monitor its training programme periodically to ensure the appropriate use of resources.
6. There should be awareness creation and publicity on the NDE training programmes in Nigeria, particularly in Anambra State.
7. NDE should create a forum for beneficiaries to be meeting on quarterly or bi-annual to discuss their challenges and way-forward. Regular contact with the graduated trainees by the NDE is important so as to know if they are doing well in their chosen careers.

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