

ASSESSMENT OF EMERGING ROLES AND RESPONSIBILITIES OF COMMUNITY TOWARD VOCATIONAL SKILL ACQUISITION

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Abstract

Vocational and Technical Education (VTE) is a branch of education that concerns with preparing individuals for livelihood. Therefore, the paper attempts to explore ways of improving National Open Apprenticeship Scheme (NO AS) as stipulated by the National Directorate of Employment (NDE) towards providing job opportunities for all. A total of 22 sampled populations of community members (i.e. 16 trainees, 3 trainers and 3 community leaders) were involved for the study. A self-structured questionnaire was designed for the purpose of data collection base on the objectives of NDE. Data collected were analyzed using percentages, some of the findings are: A sizeable number of trainees, trainers and community leaders are of the view that, Parents do not participate fully in the enrolment of their youths, most trainees and trainers affirm the facial participation of trainees in the scheme. Also the community leaders expressed their non involvement in the scheme. In view of the forgoing, the researchers formulated some of the following recommendations: Career awareness has to be made to enlighten the general public of their role particularly the parent in the enrollment of their youths. Community leaders also not to be left behind being the royal fathers also has great role to play toward achieving a purposeful NOAS in Nigeria.

Introduction

Vocational and Technical Education (VTE) is a branch of Education that concerns with preparing individuals for a livelihood. According to the revised National Policy on Education (2004), Vocational and Technical Education aims to main and impart the necessary skills

leading to the production of skilled craftsmen and personnel who will be enterprising, self-reliant and intelligent to understand the increasing complexity of technology (FRN, 2004). With increase in demand for job Opportunities in Nigeria, there is a call by the government for education for self-reliance and this has

brought into focus the issue of paying greater attention to vocational education (Ifayefunmi, 1990). Vocational Education (VE), is defined as one that aims primarily at preparing individuals for a job. It explained further that, Vocational high schools and Technical schools provide Vocational and Technical Skills respectively (Onifade, 2002). Skill can be defined as an act of performing a task (Hornby, 2006). The acquisition of skill involves imitation, repetition and occupational participation. According to Abubakar (2008), acquisition of skill cut across the three domains of educational objectives. Namely; effective, cognitive, and psychomotor domains. Thus, skill acquisition is cumbersome, tedious and time consuming. He also added that skill acquisition is through participation in carrying out practical work in the workshop. Ifayefunmi (1990), stated two advantages of Vocational Education one of which offered students opportunity to develop those skills, abilities and understanding to enable them handle.

Completely their immediate personal needs to develop and understanding of the vocational opportunities available in the broad field of human endeavor and to assume their citizenship roles and responsibilities. Responsibilities mean duty to help or serve someone because of your work, position in the community (Hornby, 2006). Community means people living in the same area, town etc. having the desire to be friendly with and help other people who live in the same community through discharging some roles and responsibilities

as workers, family members, citizens, consumers and community members in the following areas:

- a. **Community skills:** Ability to read with understanding, convey ideas in writing, speak so others can understand, listen actively, observe critically.
- b. **Decision making skills:** Solve problems and make decision plan, use math for problem solving and decision making.
- c. **Interpersonal skills:** Co-operate with others, guide others, advocate and influence, resolve conflict and negotiate.
- d. **Life-long learning skills:** Take responsibility for learning, learn through research, reflect and evaluate, use informational communication technology and embark on Vocational skill programme for the progress and well being of the community (File/F:/The Balancing Act of Adult life_ERIC5/Digest.htm)

Moreover, to ascertain the success of roles and responsibilities of community is through assessment. Assessment is an integral part of VTE; this is because without assessment training in Vocational Skill development will be meaningless (National Teachers Institute, 2008). This agrees very much with goals of VTE which are to provide the technical/vocational college students with practical skills, attitudes, work habits and knowledge essential for employment in a

given occupation (FRN, 2004). Assessment could also refer to making value judgment about a person or situation (Hornby, 2006). Assessment is the judgment and consideration concerning the merits of a particular object or someone's performance using a checklist. A checklist calls for a simple Yes or No judgment. It is basically a method of recording whether a characteristic is present or absent or whether an action was taken or not taken (Yalams, 2005).

An Overview of (NDE) on Vocational Skill Acquisition in Nigeria

In conformity with its mandate of job creation and in effect tackling the problems of unemployment in Nigeria, the NDE right from its inception in (1987) has evolved various strategies to reduce unemployment in the country. Unemployment is a state of being without a paid job. It is an instance where one does not have a paid job. Many youths in Nigeria today remain unemployed because they possess unemployable skills. As a result of this situation, a good number of them now engage in one sorts of societal Crimes or the other in the aims of survival. Among the causes of unemployment includes:

- a. Youths engagement in reading courses that are not of immediate needs for our society,
- b. The inability of Nigerian education to be geared towards the production of job creators not job seekers,

- c. Inadequate Manpower to cope with teaming populace seeking for this type of education where the facilities even exist etc (Augustine and Kamar, 2004).

In view of the above, the NDE through its agency 'NOAS', as the commonest observable training on a job given by a skilled man called Vocational Skill Development Officer, 'VSDO' to the trainee 'Unemployed youth.' It has no standard observation and job services available to the 'VSDO' example: Construction of chair, table, bed and others. Through this scheme individual can acquire broad range of practical and business skills necessary for self employment. The VSDO' usually pass on his skills and knowledge to apprentices that are posted to him. In essence, the scheme engaged in the provision of Vocational Skills Acquisition Training to school leavers, entrepreneurial training to graduates of tertiary institutions, training for rural employment, and training for labour-based work programmes and resettlement of trained beneficiaries (Murrah and Yakubu, 2000).

To ensure programme success the NDE has evolved a monitoring committee to overlook the running of the programme in a way of conducting inspection and reporting to the headquarter all observations and complaints noticed in any vocational skill development centre (VSDC) in respect to training and trainee needs for an urgent action. These can be done at least every three (3) months, the trainee to be informed on what ever action

through his 'VSDO' as soon as possible (NDE, Log-Book). Moreover, the researchers has constructed sets of questionnaires for the trainees, trainer and community leaders to ascertain the level of programme success within the community and to enable them made some recommendation or suggestion for a way forward. The results are as follows:

Presentation of Research Question Results and Discussions.

NO	Questions	Yes	No
1.	Do you decide on your own to participate in this programme?	10(63%)	6(37%)
2.	Do you attend and participate in training punctually and regularly?	7(44%)	9(56%)
3.	Are you willing to change trainer or trade as the case may be?	5(31%)	11(69%)
4.	Do you hope to remain in training until graduation period?	14(88%)	2(12%)
5.	Were you given monthly allowance for this training?	15(94%)	1(6%)
6.	Do you normally pass your log-book for assessment as at when due?	14(88%)	2(12%)

Table 2: What are some of the short comings faced by trainers in the NOAS Programme?

NO.	Questions	Yes	No
1.	Are parent co-operating to enroll their youth in the training?	1(33%)	2(67%)
2.	Do the trainees attend, participate, regularly and punctually in the training?	1(33%)	2(67%)
3.	Do you ever come across an approval for a change of trainer or trade by trainees?	1(33%)	2(67%)
4.	Do the trainees remain in training until graduation period?	1(33%)	2(67%)
5.	Are the trainees given monthly allowance?	2(67%)	1(33%)
6.	Are the trainees passing their log-book for your assessment as at when due?	2(67%)	1(33%)

Table 3. Are Community leaders involve in the National open Apprenticeships Scheme (NOAS) Programme

NO.	Questions	Yes	No
1.	Are you aware of the existing National Open Apprenticeship scheme in your community?	1(33%)	2(67%)
2.	Were you involved in the enrollment of youths into this scheme?	1(33%)	2(67%)

The results presented above are self-explanatory and from them, the following issues could be :

- a. A sizeable number of trainees, trainers and community leaders are of the view that, parent don't participate fully in the enrollment of their youths in the scheme.
- b. Most of the trainees and trainers affirm the facial participation of the trainees in the scheme.
- c. Coming to change of trainer or trade, most trainees and trainers are of the view of having a negligible number of such a change.
- d. Trainees hope to graduate with a high number of responses, but looking at the trainer's response the number dropped down indicating a problem.
- e. A reasonable number of trainees and trainers indicated the payment of monthly allowance to the trainees.
- f. Quite a large number of trainees and trainers responses have indicated the submission of log-book by the trainees to the VSDO for his assessment.
- g. Most trainers opine to possess certificate in the area of their training.
- h. Sizeable number of the community leaders claim to be not aware and not been involved in the scheme.

Ways Forward.

1. participation of parents is very vital if all hands must be on deck for a successful (NOAS)
2. There should be proper career guidance, to enlighten the general public about what scheme is all about
3. the NDE should be intensified, government should assist the youths with financial aids so that they can start a small business on their own.
4. government should also continue with monthly allowance to encourage the youths to put in their best at all times.
5. government should improve the theoretical knowledge of masters and apprentices through correspondence courses or perhaps by evening or weekend class in public training institutions.
6. hence the educational system should be made a skilled oriented one, to prepare your youths right from childhood towards possession of a job.
7. government should also help to revived the economy so that there should be more Firms and industries to absorb the unemployed youths.

Conclusion

The paper discussed the emerging roles and responsibilities of community toward vocational skill acquisition. It explored ways of improving NOAS as highlighted by NDE in providing

vocational skill training to unemployed youths in Nigeria. It also discussed challenges in the area of implementing NOAS. Finally, it forward recommendations on how to achieve a purposeful NOAS in Nigeria.

Recommendations

- a. Reasonable amount of money to be allocated to VSDO for the purchase of consumable items for the training.
- b. There should be a storage area for the safe keep of tools and materials.
- c. Monitoring committee to be set to check the overall running of the programme
- d. Community leaders should be involved fully, so as to create awareness to community members.
- e. The last but not the least, government agencies such as National Orientation Agency (NOA), National Directorate for Employment (NDE), Industrial Training Fund (ITF), Federal Ministry for Employment, Labour and Productivity, Centre for Management Development (CDM), The Nigerian Bank for Commerce and Industry (NBCI), People's Bank and Community Bank should continue to be encouraged by all the three tiers of government in the promotion of entrepreneurship or self-employment programme.

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