ASSESSMENT OF FASHION DESIGN TRADE OF NATIONAL OPEN APPRENTICESHIP SCHEME IN SOUTH-EAST, NIGERIA

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Abstract
The study assessed the National Open Apprenticeship Scheme (NOAS) of the National Directorate of Employment (NDE) in South-East Nigeria with focus on fashion design trade under the domestic trade cluster. The study postulated three specific objectives and three research questions for a research focus. Evaluation research design was adopted for this study. The population comprised 1870 respondents. The study used multi-stage sampling techniques to select 771 participants. The researcher-developed instruments called NOAS Resources Checklist (NRC) and NOAS Evaluation Questionnaire (NEQ)) were used for data collection validated by experts in Measurement and Evaluation and Industrial and Technical Education and a reliability index of 0.87 was recorded for NEQ using Cronbach Alpha, while NRC had an inter-rater reliability coefficient index of 0.695 using Cohen's k statistics. Frequency count, percentages, mean (X) and standard deviation were used to answer research questions. finding indicated that facilities for fashion design trade are available and fairly adequate in NOAS training centers; no criteria such as previous academic qualification/certificate of origin are required to apply for the scheme. finding further revealed that the advertising media used to advertiser NOAS training opportunities are satisfactory; trainees have the right to choose vocational skill of choice and financial support are given to them to start their own business. It was recommended among others that the NDE should consult evaluation and curriculum experts to develop standardized instruments for placement assessment, certification, grading scheme and activity modules for trades under the scheme.

Introduction

Unemployment is one of the serious social problems facing Nigeria and has been closely associated with increased level of crime and other social vices in the country. The genesis of unemployment in Nigeria can be traced to the global economic recession of the 80's and the introduction of the Structural Adjustment Programme (SAP) by the government during the period. These events led to reduced capacity utilization in the nation's industries, closure of industries in Nigeria, devaluation of the Naira and staff rationalization in both government and private agencies (NDE, 2015). Thus, by December 1985, unemployment rate had reached 9.8% in the urban sector and 5.2% in the rural sector (National Bureau of Statistics (NBS), 2006; Mbah & Agu, 2007). Based on this unemployment situation, the

federal government of Nigeria in March 26, 1986, constituted a committee known as the Chukwuma Committee to consider appropriate strategies for dealing with the mass unemployment problem in the country under the aegis of the Ministry of Employment, Labour and Productivity (Adebisi & Oni, 2012). The report of the committee led to the establishment of the National Directorate of Employment (NDE) in November 1986, and charged with the following mandates:

i. Design and implement programmes to combat mass unemployment;
ii. Articulate policies aimed at developing work programmes with labour intensive potentials;
iii. Obtain and maintain a data bank on vacancies and employment opportunities in the country with other government agencies and;
iv. Implement any other policy as may be laid down, from time to time, by the Directorate.

Thus, based on the above-mentioned mandates, it is clear that the philosophy of the Directorate is self-enterprise, which emphasizes self-employment and self-reliance in preference to wage employment. In pursuit of this philosophy, the NDE observed that majority of the school leavers and graduates of tertiary institution, do not possess marketable and productive skills which would have enabled them to start a business on their own when opportunities for wage employment seem to be diminishing. Hence, the Directorate designed some well-articulated programmes which are Rural Employment Promotion (REP), Special Public Work Programme (SPW), Small-Scale Enterprise (SSE) and Vocational Skills Development Programme (VSD) aimed at imparting vocational and entrepreneur skills through training, thereby empowering its beneficiaries with skills and knowledge for self-employment and jobs creation. According to Adebisi and Oni (2012) the vocational skill development programme (VSD) of the Directorate emanated from the realisation that majority of the unemployed are youths without productive and marketable skills. Thus, four schemes were developed under the VSD programme. These are the National Open Apprenticeship (NOAS); School-on-Wheels (SOW); Waste-to-Wealth Scheme (WTW); Partnership in SkillsTraining (PIST); and Community-Based Training Scheme (CBTS) including
Resettlement Scheme which is a component of all the schemes. Thus, according to the Directorate, the main objectives of the Vocational Skills Development Programme (VSD) can be summed as follows:

i. To provide technical and vocational training for holders of Primary School Certificates, Secondary School Certificates, School dropouts and those with vertical literacy education.
ii. To equip the youths with such skills that will enhance their employability either through self-employment or wage employment.
iii. To provide alternative employment opportunities for youths by encouraging them to form cooperatives and thus start their own businesses.

Furthermore, according to Adekola and Ezekiel (2013), the NOAS is an intervention programme under the vocational skills development programme, designed to actualize above stated objectives by attaching the trainees to master craftsmen in private and public vocational training centres for period ranges between three months to two years depending on the trade. Importantly, they are about forty vocational and technical trades available under scheme, which are clustered into technical and domestic trades. Among the available trades are; catering, welding, computer operation, furniture making, electronic repairs, printing, GSM repairs, hotel management, make-up artist, fashion design to mentioned but a few. Also, in order to enhance the employability potentials of the trainees, the trainees are prepared for low and middle level master craftsman examination leading to Trade Test Certificate. Hence, Saturday theory classes are organised to provide the trainees with 20 percent theory lessons to complete the 80 percent practical training. However, despite the continued efforts of government to encourage vocational skills acquisition training programmes, the pace of employment creation is still slow and unimpressive as evidenced by rising unemployment rate of 23% and high-level poverty of 72% (Ladipo, Akhuemonkhan & Raimi, 2013; National Bureau of Statistics (NBS), 2011 and Central Bank of Nigeria (CBN), 2011). Consequently, this situation seems to be threatening the social and political stability of the country through its concomitant effect of armed robbery, internet fraud, car snatching, pipeline vandalization, oil bunkering and prostitution to mention but a few. Thus, it is therefore imperative to conduct an evaluation study so as to ascertain whether the National Open Apprenticeship Scheme of the NDE has achieved its primary objective of imparting vocational skills to the unemployed so as to make them employable or self-employed.

There is need to evaluate the National Open Apprenticeship Scheme (NOAS) vocational skill acquisition programme of the National Directorate of Employment because NOAS is a programme which comprises a set of planned activities directed towards bringing about specific changes in an identified and identifiable audience as earlier elucidated. Therefore, this assessment study is a quest in this direction to determine the extent to which the scheme have met its pre-determined objectives using the context, input, process and product (CIPP) evaluation model by (Stufflebeam, 1971). Despite the fact that the NOAS has been in existence for over 31 years with its laudable objectives, a lot of persons are still unemployed because they lack vocational skills for self-employment (NBS, 2018). Equally, according to NBS (2017), the national unemployment rate as at December, 2016 stood at 23.90%. Similarly, the World Bank (2013) report also revealed that in 2013, Nigeria unemployment rate stood at 28.57%, thus when translated into labour, it means that 40 million able bodied Nigerians are unemployed. Thus, the question requiring answer is what might possibly be the cause for this circumstance. Hence, the aim of this study is to conduct as assessment of the National Open Apprenticeship Scheme

based on its objectives.

The purpose of this study was to evaluate the fashion design trade of National Open Apprenticeship Scheme in South-East, Nigeria. Specifically, the ugustudy seeks to:

i. examine the extent of the availability, functionality and adequacy of learning/training resources provided by NDE in South-East Nigeria.
ii. ascertain the criteria used for recruiting trainees
iii. find out the advertising media used to advertise training opportunities

The following research questions was addressed in this study.

1. What is the extent of the availability, functionality and adequacy of learning/training resources provided by the NDE in South East Nigeria?
2. What are the criteria used for the recruitment of trainees?
3. What are the media used for advertising training opportunities?

Methodology

The study adopted evaluation research design. The target population comprised 1,870 respondents (70 NDE VSD Personnel, 150 instructors (trainers), 500 NOAS graduates' (beneficiary) and 800 (NOAS current trainees). The sample comprised of 771 participants. Multi-stage sampling technique involving purposive, simple random and snowball sampling techniques were used. Three States (Abia, Enugu, and Ebonyi) out of the five States in South East Nigeria were purposively selected because they have model NDE skills acquisition centres. While, simple random sampling was used to select 35 NDE personnel from Abia State, 17 NDE personnel from Enugu State and 16 NDE personnel from Ebonyi State. Also, simple random sampling was used to select instructors (Trainers) 37 from Abia, 30 from Enugu and 26 from Ebonyi respectively. Equally, simple random sampling technique was used to select 510 current trainees, 200 from Abia, 170 from Enugu and 140 from Ebonyi. In same vain, snowball sampling was used to select 50 NDE NOAS graduates from Abia, 25 NDE NOAS graduates from Enugu and 25 NDE NOAS graduates from Ebonyi Those selected were traced to their respective places of work. Two instruments were used which are the National Open Apprenticeship Scheme Resources Checklist (NRC) and National Open Apprenticeship Scheme Evaluation Questionnaire (NEQ). Three experts, two from Measurement and Evaluation, and one from the Industrial technology education, validated the instruments. To determine the reliability index of the NOAS Evaluation Questionnaire (NEQ), the instrument was administered to 50 respondents in Delta state. Cronbach alpha was used to analyse the data to determine the internal consistency index at 0.87. Similarly, the reliability of the National Open Apprenticeship Scheme Resources Checklist (NRC) was determined by giving the instrument to two judges. Based on the data obtained, the NRC has a moderate reliability coefficient index of 0.695 using cohen's k statistics. In answering the research questions percentage (%), frequency counts, mean (X), and Standard Deviation (SD) were used

Results

Research Question One: What is the extent of availability, adequacy and functionality of fashion design trade training equipment/resources provided by NDE in South East Nigeria?

To answer this question, the researcher went to the sampled centres with a checklist of listed facilities/resources. The facilities/resources sighted were marked available while the ones not seen were ticked not available. The ones available were also counted. The researcher also observed the condition of the available facilities/resources in use to determine the functionality. While the functional once were compared with the NDE/NOAS standard to determine adequacy or otherwise. The checklist sub-titled 'available', 'not available,' 'number in good condition and number not in good condition' guided collection of the data.

Table 1a: Fashion Design Trade Training Resources Availability, Adequacy and Utilization. Umuahia Training Centr**e**

S/N	RESOURCES	NDE/ STANDARD	AVAILABLE	DIFFERENCE	ADEQUATE	N/A	F	N/F
1	Cloth making workshop	1 (100%)	1 (100%)				1(100%)	
2	Zig zag machine	2(100%)	2 (1000%)		✓		2 (100%)	
3	Plain sewing machine	20(100%)	12 (60%)	8(40%)		√	12(100%)	
4	Overlocking machine	2(100%)	2(100%)		√		2(100%)	
5	Chain stitch machine	2 (100%)	2 (100%)		√		2(100%)	
6	Button-hole machine	1(100%)	1(100)		√		1(100%)	
7	Tacking machine	1(100%)	1(100)		√		1(100%)	
8	Charcoal pressing iron	10 (100%)	13 (130%)	+3(30%)	√		8(61.5%)	5(38.5%)
9	Steam pressing iron	5(100%)	3 (60%)	-2 (40%)		√	1(33.3%)	2(66.6%)
10	Pressing iron	5(100%)	3(60%)	-2(40%)		√	3(100%)	
11	Ironing board	5(100%)	5(100%)		√		5(100.0%)	-
12	Cutting table	5(100%)	5(100%)		√		5(100%)	-
13	Cutting machine	1(100%)	1(100%)		√		1(100%)	-
14	Scissors	10 pairs (100%)	10 pairs (100%)		√		10(100%)	
15	Straight cutting machine	1(100%)	1(100%)		√		1(100%)	
16	Round cutting machine	1(100%)	1(100%)		√		1(100%)	
17	Cotton drill (fabric)	1(100%)	1(100%)		√		1(100%)	
18	Pattern puncher	4(100%)	4 (100%)		√		4 (100%)	
19	Cloth clamp	4(100%)	20 (500)	+16(400%)	√		20 (500)	
20	Chalks (assorted colour)	1 packet (100%)	10 packets (1000%)	+9 packets (900%)	√		10 packets (1000%)	
21	Carbon paper	1 packet (100%)	6 packets (600%)	+5 packets (500%)	√		6 packets (600%)	
22	Spot-cross marking paper	1 packet (100%)	5 packets (500%)	+4 packets (400%)	√		5 packets (500%)	
23	Plain white marking	1 packet (100%)	3 packets (300%)	+2 packets (200%)	√		3 packets (300%)	
24	Dummy stands	10(100%)	10 (100%)		√		10 (100%)	
25	Tracing sheets	Assorted	15 (100%)		√		15 (100%)	
26	Monthly fashion magazines of all kinds	2 each (100%)	5 (250%)	+3(150%)	√		5 (250%)	
27	Packets designers colours	10 (100%)	16 (160%)	+6(60%)	√		16 (160%)	
28	Brushes sizes 0-10 ballpoint pens (Assorted colour)	2 packets (100%)	8 packets (400%)	+6packets (300%)	√		8 packets (400%)	
29	Drafting table	5(100%)	5(100%)		√		5(100%)	
30	Assorted Indian ink	10(100%)	13(130%)	+3(30%)	√		13(130%)	
31	Fire extinguisher	4(100%)	2 (50%)	-2(50%)		√	2 (50%)	
32	Desk/chairs	35(100%)	57 (162.8%)	+22(62.8%)	√		41(71.9%)	16(28.1%)
33	Training manual	35 (100%)	50 (142.9%)	+15 (42.9%)	√		50(142.9%)	
34	Scrap books	All kinds (100%)	14 (140%)	+4(40%)	√		14 (140%)	
35	Experienced Instructors	5-7 years (100%)	100% available		√		100%	
36	Qualified instructors	Minimum of FSCL/SSCE	100% available		√		100%	
37	Large workshop space	100	100% available		√		100%	
38	First aid box	2 (100%)	2 (100%)		√		100%	
39	Power/water supply	100% 5days per week	60% available	-40% (not available)		√	60%	40%
40	Assessment methods	Not operational					Not functional	
41	Grading system	Not available					Not functional	
42	Testimonial	100% available	100% available		√		100%	

Source: Field Survey data, 2019 NA = Not Adequate, F = Functional, NF = Not functional

Table 1b: Fashion Design Trade Training Resources Availability, Adequacy and Utilization Enugu Training Centre

S/N	RESOURCES	NDE/NOAS STD	AVAILABLE	DIFFERENCE	ADEQUATE	NOT	FUNCATIONLITY	NOT FUNCATIONALITY
1	**Cloth making workshop**	1 (100%)	1 (100%)				1(100%)	
2	Zig zag machine	2(100%)	2(100%)		√	√	2 (100%)	
3	Plain sewing machine	20(100%)	7 (35%)	-13(65%)		√	5(71.4%)	2(28.6%)
4	Overlocking machine	2(100%)	3(150%)	+1(50%)	√		3(150%)	
5	Chain stitch machine	2(100%)	2(100%)		√		2(100%)	
6	Button-hole machine	1(100%)	1(100)		√		1(100%)	
7	Tacking machine	1(100%)	1(100)		√		1(100%)	
8	Charcoal pressing iron	10 (100%)	7 (70%)	-3(30%)		√	4(57.1%)	3(42.9%)
9	Steam pressing iron	5(100%)	8 (160%)	+3 (60%)		√	2(25%)	5(75%)
10	Pressing iron	5(100%)	8(160%)	+(40%)		√	3(100%)	
11	Ironing board	5(100%)	5(100%)		√		5(100.0%)	-
12	Cutting table	5(100%)	5(100%)		√		5(100%)	-
13	Cutting machine	1(100%)	1(100%)		√		1(100%)	-
14	Scissors	10pairs (100%)	21pairs (210%)	+11(110%)	√		21(210%)	
15	Straight cutting machine	1(100%)	1(100%)		√		1(100%)	
16	Round cutting machine	1(100%)	1(100%)		√		1(100%)	
17	Cotton drill (fabric)	1(100%)	1(100%)		√		1(100%)	
18	Pattern puncher	4(100%)	4 (100%)		√		4 (100%)	
19	Cloth clamp	4(100%)	7(175%)	+3(75%)	√		5 (71.4)	2(28.6%)
2	Chalks (assorted colour)	1 packet (100%)	18 packets (1800%)	+17 packets (900%)	√		18 packets (1800%)	
21	Carbon paper	1 packet (100%)	10packets (1000%)	+9 packets (900%)	√		10 packets (1000%)	
22	Spot-cross marking paper	1 packet (100%)	8packets (800%)	+7 packets (700%)	√		8 packets (800%)	
23	Plain white marking	1 packet (100%)	11packets (1100%)	+10packets (1000%)	√		11packets (1100%)	
24	Dummy stands	10(100%)	10 (100%)		√		10 (100%)	
25	Tracing sheets	Assorted	23 (100%)		√		23 (100%)	
26	Monthly fashion magazines of all kinds	2 each (100%)	7 (350%)	+5(250%)	√		7 (350%)	
27	— — —	10 (100%)	21 (210%)	+11(110%)	√		21 (210%)	
28	Brushes sizes 0-10 ballpoint pens (Assorted colour)	2 packets (100%)	11 packets (550%)	+9packets (450%)	√		11 packets (550%)	
29	Drafting table	5(100%)	5(100%)		√		5(100%)	
30	Assorted Indian ink	10(100%)	15(150%)	+5(50%)	√		15(150%)	
31	Fire extinguisher	4(100%)	3 (75%)	-1(25%)		√	2 (66.6%)	1(33.4%)
32	Desk/chairs	35(100%)	70 (200%)	+35(100%)	√		50(71.3%)	16(28.7%)
33	Training manual	35 (100%)	50 (142.9%)	+35 (42.9%)	√		50 (142.9%)	
34	Scrap books	All kinds (100%)	14 (140%)	+4(40%)	√		14 (140%)	
35	Experienced Instructors	5-7 years (100%)	100% available		√		100%	
36	Qualified instructors	Minimum of FSCL/SSCE	100% available		√		100%	
37	Large workshop space	100	100% available		√		100%	
38	First aid box	2 (100%)	2 (100%)		√		100%	
39	Power/water supply	100% 5days per week	70% available	-30% (not available)		√	70%	30%
40	Assessment methods	Not operational					Not functional	
41	Grading system	Not available					Not functional	
42	Testimonial	100% available	100% available		√		100%	

Source: Field Survey data, 2019 NA = Not Adequate, F = Functional, NF = Not functional

Table 1c: Fashion Design Trade Training Resources Availability, Adequacy and Utilization Abakalika Training Centre

S/N	RESOURCES	NDE/NOAS STD	AVAILABLE	DIFFERENCE	ADEQUATE	NOT	F	N/F
1	Cloth making workshop	1 (100%)	1 (100%)		√		1(100%)	
2	Zig zag machine	2(100%)	4 (200%)	+2(100%)	√		4 (200%)	
3	Plain sewing machine	20(100%)	40(200%)	+20(100%)	√		28(70%)	12(30%)
4	Overlocking machine	2(100%)	7 (350%)	+5(250%)	√		7(350%)	
5	Chain stitch machine	2(100%)	2 (100%)		√		2(100%)	
6	Button-hole machine	1(100%)	1(100)		√		1(100%)	
7	Tacking machine	1(100%)	1(100)		√		1(100%)	
8	Charcoal pressing iron	10 (100%)	25 (250%)	+15(150%)	√		18(72%)	7(28%)
9	Steam pressing iron	5(100%)	7(60%)	+2 (140%)	√		6(85.7%)	1(14.3%)
10	Pressing iron	5(100%)	5(100%)			√	4(80%)	1(20%)
11	Ironing board	5(100%)	5(100%)		√		5(100.0%)	-
12	Cutting table	5(100%)	5(100%)		√		5(100%)	-
13	Cutting machine	1(100%)	1(100%)		√		1(100%)	-
14	Scissors	10 pairs' (100%)	25 pairs' (250%)	+15(150%)	√		250(100%)	
15	Straight cutting machine	1(100%)	1(100%)		√		1(100%)	
16	Round cutting machine	1(100%)	1(100%)		√		1(100%)	
17	Cotton drill (fabric)	1(100%)	1(100%)		√		1(100%)	
18	Pattern puncher	4(100%)	4 (100%)		√		4 (100%)	
19	Cloth clamp	4(100%)	10 (250)	+6(150%)	√		10 (250)	
2	Chalks (assorted colour)	1 packet (100%)	5 packets (500%)	+4 packets (400%)	√		5 packets (500%)	
21	Carbon paper	1 packet (100%)	5 packets (500%)	+4 packets (400%)	√		5 packets (500%)	
22	Spot-cross marking paper	1 packet (100%)	5 packets (500%)	+4 packets (400%)	√		5 packets (500%)	
23	Plain white marking	1 packet (100%)	6 packets (600%)	+5 packets (500%)	√		6 packets (600%)	
24	Dummy stands	10(100%)	10 (100%)		√		10 (100%)	
25	Tracing sheets	Assorted	15 (100%)		√		15 (100%)	
26	Monthly fashion magazines of all kinds	2 each (100%)	5 (250%)	+3(150%)	√		5 (250%)	
27	Packets designers' colours	10 (100%)	16 (160%)	+6(60%)	√		16 (160%)	
28	Brushes sizes 0-10 ballpoint pens (Assorted colour)	2 packets (100%)	8 packets (400%)	+6packets (300%)	√		8 packets (400%)	
29	Drafting table	5(100%)	5(100%)		√		5(100%)	
30	Assorted Indian ink	10(100%)	13(130%)	+3(30%)	√		13(130%)	
31	Fire extinguisher	4(100%)	4(100%)		√		4 (100%)	
32	Desk/chairs	35(100%)	100 (285.7%)	+65(185.7%)	√		82(82%)	18 (18%)
33	Training manual	35 (100%)	73 (208%)	+38(108.57%)	√		67(91.8)	6 (8.2%)
34	Scrap books	All kinds (100%)	100% available		√		100%	
35	Experienced Instructors	5-7 years (100%)	100% available		√		100%	
36	Qualified instructors	Minimum of FSCL/SSCE	100% available		√		100%	
37	Large workshop space	100	100% available		√		100%	
38	First aid box	2 (100%)	2 (100%)		√		100%	
39	Power/water supply	100% 5days per week	60% available	-40% (not available)		√	60%	40%
40	Assessment methods	Not operational					Notfunctional	
41	Grading system	Not available					Not functional	
42	Testimonial	100% available	100% available		√		100%	

Source: Field Survey data, 2019 NA = Not Adequate, F = Functional, NF = Not functional

Table 1a, 1b and 1c revealed the frequency and percentage of the extent of the availability, adequacy and functionality of fashion design trade training facilities/ resources provided for trainees in sampled study centres of NDE. finding revealed that testimonial, first aid box, large workshop space, scrap books, training manual,

desk/chairs, brushes, packets designers colour, monthly fashion magazines, tracing sheets, dummy stands, plain white marking, sport-cross marking paper, carbon paper, cloth clamp, pattern puncher, round cutting machine, straight cutting machine, scissors, cutting machine, cutting table, ironing board, charcoal pressing iron, tacking machine, button-hole machine, chain sitch machine, overlocking machine, zig-zag machine and cloths making machine, qualified and experienced instructors, hand tools are available, adequate and functional at 100% NDE/NOAS standards. However, training facilities/resources were adjudged inadequate in all the sampled centers such as power/water supply, pressing iron, grading system, assessment methods, fire extinguisher and plain sewing machine. Thus, to a large extent the fashion trade training facilities at National Directorate of Employment NOAS skills acquisition centres are adequate.

Research Question Two: What are the criteria used for the recruitment of trainees?

Table 2: Mean responses of the respondents on the criteria used for recruitment of trainees

S/N	ITEMS	$\bar{X}_1$	SD	$\bar{X}_2$	SD	$\bar{X}_3$	SD
1.	Evidence of previous qualification.	2.38	0.55	2.37	2.29	2.19	0.71
2.	Birth certificate.	2.41	0.80	2.38	2.86	1.61	0.38
3.	Indigene/State of Origin Certificate	2.04	0.48	2.31	3.01	1.69	0.27
4.	Oral interview.	1.99	0.32	2.17	2.78	2.48	0.93
5.	Written aptitude test.	1.96	0.38	1.85	2.63	2.38	0.41
6.	No Qualification is required	3.06	0.97	3.20	6.25	3.29	1.03
	Grand mean score	**2.31**	**0.58**	**2.38**	**3.30**	**2.27**	**0.62**
	Number of respondents	68		510		100	
	Decision cut point	2.50		2.50		2.50	

Source: Field Survey data, 2019

Note: $\bar{X}_3$ = Mean response of NDE personnel; $\bar{X}_2$ = Mean response of Current Trainees; $\bar{X}_3$ = Mean response of Graduates of NOAS; SD = Standard deviation.

The result in table 2 showed the mean responses of each category of respondents on items 1 to 6. Based on the mean cut off point of 2.50, only item 6 was accepted as the criteria for recruitment of trainees into the NOAS. Accordingly, NDE personnel respondents, NOAS Current respondent and NOAS Graduates respondents mean scores on item 6 are 3.06, 3.20 and 3.29 revealed that no evidence of previous academic qualification is needed when applying and recruiting trainees into the NOAS. Thus, the standard deviations of the mean ratings of the respondents are very small and indicates the closeness of the responses of all respondents.

Research Question Three: What are the media used for advertising training opportunities?

Table 3: Mean responses of the respondents on the media used for advertising NOAS training opportunities

S/n	ITEMS	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
7.	National news papers	2.62	0.74	2.81	5.12	3.36	1.17
8.	Local government information service.	3.25	1.42	2.66	4.05	2.84	0.78
9	Through communities and villages Chiefs	2.76	1.12	2.70	3.82	2.89	0.58
10	NDE website	3.66	1.42	2.61	3.16	2.67	0.43
11.	Associations and unions	3.01	0.78	2.99	5.40	2.84	0.48
12.	NDE offices	3.56	1.49	3.32	8.91	2.94	0.57
13.	Social Media	2.78	1.08	2.81	4.39	3.18	1.08
14.	Through NOAS graduates	3.12	1.04	2.77	5.45	2.95	0.59
	Grand mean score	**3.10**	**1.14**	**2.83**	**5.04**	**2.96**	**0.71**
	Number of respondents	68		510		100	
	Decision cut point	2.50		2.50		2.50	

Source: Field Survey data, 2019

Note: $\bar{X}$ = Mean response of NDE personnel; $\bar{X}$ = Mean response of Current Trainees; $\bar{X}$ = Mean response of Graduates of NOAS; SD = Standard deviation.

The result in table 3 showed the mean scores responses of all categories of respondents on items 7 to 14. Based on the mean cut off point of 2.50, all categories of respondents agreed the that various media used for advertising NOAS training opportunities by the Directorate. which are, national newspaper; local government information service; through communities and village chiefs; NDE website; association and unions; NDE offices; social media and through NOAS graduates are effective. Thus, the standard deviations of the mean ratings of the respondents are very small and indicates the closeness of the responses of all respondents.

Discussion of Findings

The findings revealed that 87% of fashion design training facilities/resources are available, adequate and function. While 13% are not adequate even when they are available. Furthermore, the study revealed that most of the needed human and material resources/facilities for effective implementation of the NOAS were available. This finding is in line with Afe (2001) observation that for quality teaching and learning experience to be realized, the essential physical facilities should be available. This finding also, corroborates the submission of Toluwalase & Omonijo (2013) who assert that if necessary, learning facilities are provided for learning, it would definitely enhance students' learning. Hence, provision of infrastructure, learning materials and furniture and fittings will go a long way in helping the NDE to achieve its vocational skills development programme mandate. However, as regards the non-availability of some necessary resources, the findings agree with that of Omofonnwan & Chukwuedu (2013) who opined that, there are no available training facilities to run NDE's National Open Apprenticeship Scheme in Edo state. This observation is also supported by the work of Medugu, Abdulkarim, and Bashir (2017) who assert that training facilities are not available as required at the NDE

skills acquisition centres in Adamawa state. Similarly, Amasa (2011) observed that some of the training resources required were not available in the training centres of the National Open Apprenticeship Scheme in North-Central states of Nigeria. Thus, the non-availability of some of the needed resources to make teaching and learning effective is a source of concern.

The study revealed that only item number 6 (no criteria/qualification is used for recruiting trainees into the NOAS) was consistently been accepted by all categories of respondents to be practiced by the Directorate above average rating. Affirming this, Hashim (2013) asserts that the aim of the NOAS is to provide the unemployed primary and secondary leavers as well as school drop-outs the opportunity to acquire vocational training for self-employment. Similarly, Adebisi and Oni (2012) emphasized that applicants are only required to fill the application form, provide their personal data, indicate vocational skill of interest and a recent passport photo. Decision to admit or reject an applicant is based on directives from the NDE Head office. Although, such directives are subject to availability of funds, government policy and management decision. Apparently, no aptitude test or oral interview are carried out to ascertain whether the vocational trade of interest indicated by the applicant is really what he/she will be able to study, neither was there any form of placement evaluation procedure carried out based on the previous qualification of the applicants to determine the position in the instructional sequence and mode of instruction that are most likely to provide optimum achievement for each leaner. Hence, this observation agrees with the assertion that apprenticeship system offers opportunity for young people to gain the strong vocational skills and knowledge required to build lasting and meaningful careers for self-employment and self-reliance (Famiwole, Oke &Amadi, 2012).

The study revealed that the NDE personnel, NOAS Current trainees and NOAS graduates agreed that the advertising media often used to advertise NOAS training opportunities are effective above rating. Amasa (2011) corroborated this report that since the programme was meant to reduce unemployment for both urban and rural dwellers, the need to use multiple medium of information dissemination is required so as to ensure proper coverage of areas where interested applicants could possibly be found. Similarly, this finding agrees Bandura (2002) concluded that Mass media productions inform people, and enables them effective strategies and motivational support to exercise control over their life conditions. Also, this finding supports the submission of Tadloclk (2007), that multiple media of communication helps to actualized community development intervention programmes.

Conclusion

This study examined the National Open Apprenticeship Scheme of the National Directorate of Employment. The objective of the NOAS is to train and equip the unemployed primary and secondary school leavers, as well as school dropouts and the barely educated with skills that would make them self-employed or employable.

Based on the findings of the study, it is concluded that the NOAS has been able to equip its targeted audience with skills that has made them employed/self-employed and fairly provide resettlement package for her graduates so as to encourage them to start their own businesses.

Recommendations

Based on the findings of this study, the following recommendations are made:

i. Governments should make sure that adequate training facilities are provided
ii. NGOs should be encouraged by governmental to contribution to the scheme.
iii. Measurement and evaluation as well as curriculum experts should consulted to review the contents of the vocational training curriculum with respect to apprenticeship
iv. Law to Regulate Apprenticeship should be enacted.
v. The National Directorate of Employment should make of use social media (Facebook, Snapchat, Instagram) so as to reach out to the youths.

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