INFLUENCE OF NATIONAL OPEN APPRENTICESHIP SCHEME ON YOUTHS' EMPOWERMENT IN NORTH-EAST GEO-POLITICAL ZONE, NIGERIA

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DECLARATION

I declare that this dissertation titled Influence of National Open Apprenticeship Scheme on youths' empowerment in North-east Geo-political zone; Nigeria has been carried out by me in the department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation has previously been presented for another degree or diploma at this or any other Institution.

_____ _____

Moses ROBERTS DATE

CERTIFICATION

This dissertation titled INFLUENCE OF NATIONAL OPEN APPRENTICESHIP SCHEME ON YOUTHS' EMPOWERMENT IN NORHT-EAST GEO-POLITICAL ZONE, NIGERIA, by Moses ROBERTS meets the regulations governing the award of the degree of Master of Business Education of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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LIST OF ABBREVIATIONS

B-NOAS: Basic National Open Apprenticeship Scheme

HSRC: Human Science Research Council

NAS: National Apprenticeship Service

NACRDB: Nigerian Agricultural Cooperative and Rural Development Bank

NEEDS: National Economic Empowerment and Development Strategy

NIESR: National Institute for Economic and Social Research

NOAS: National Open Apprenticeship Scheme

STC: Saturday Theory Classes

UKCES: United Kingdom Commission for Employment and Skills

YEI: Youth Employment Inventory

OPERATIONAL DEFINITION OF TERMS

Apprentice/Trainee: A person who has not attended School, School leaver, School dropout and fresh graduate of tertiary institution who desires to acquire skills training under National Open Apprenticeship Scheme.

Apprenticeship: Process of training unemployed youths in both physical skills and mental aspects so that they will be able to apply the training in the economy for personal and general benefits.

Graduate: person who has undergone training and passed out from National Open apprenticeship scheme programme.

Master craftsmen/women/people: Those who are engaged or contracted by the NDE to train apprentices' skills under NOAS' arrangement.

Mechanic Villages: Those training outlets that are owned by NOAS' trainers and located in an area called "mechanic villages" but are identified and registered by the NDE for the training of Apprentices.

Skills: Ability acquired through practices and competences in the environment that is outside the normal school settings, and can enable a person open his own business or be employed in an establishment.

Training Centres: Those training outlets that are located in areas built and owned by the NDE for the training of Apprentices and trainers go there to train them.

Youths: Those people from the ages of 18 to 35 that have undergone skills training under the National Open Apprenticeship Scheme of the Federal Government of Nigeria.

Youth Empowerment: Assistance given to youths by the government and other agencies through training and provision of facilities (money and equipments) for them to be able to make a reasonable decision and better choices to support themselves and other people economically.

ABSTRACT

The work was on influence of National Open Apprenticeship Scheme (NOAS) on youths' empowerment in North-east Geo-political Zone, Nigeria. The study has four specific objectives. This study has four research questions which were intended to direct the study. Four null hypotheses were formulated and tested at 0.05 level of significance. The study adopted the descriptive survey design. The population was 6,453 NOAS graduates located in the North-east Geo-political zone of Nigeria, and the sample size was 377, which were selected using the Cluster sampling method. Questionnaire and fixed response interview were used to collect data; the data collection process lasted for 14 days. The demographic data were analyzed using percentages. The research questions were answered using mean and standard deviation. The hypotheses were tested using simple regression at 0.05 level of significance. The four null hypotheses were rejected. One of the major findings is that the National Open Apprenticeship Scheme training influenced youths' acquisition of employable skills. The study concluded that the National Open Apprenticeship Scheme empowered youths in the North-east Geo-political zone of Nigeria. Four recommendations were made, one among which is: The Federal Government of Nigeria should put in more efforts to sustain the National Open Apprenticeship Scheme programme by constantly reviewing its progress and providing essential human and material resources to the training outlets.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The North-east Geo-political zone is one of the six political zones in Nigeria. It has six states which are: Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe, with a total population of 18,971,266 people from which the youths constituted 60% and majority are unemployed. The state of unemployment in this zone is alarming. According to National Bureau for Statistics, in 2013, the North-east Geo-political zone constituted 71% of the unemployment ratio in Nigeria. The World Bank also reported that in 2013, Nigeria's unemployment level was 40 million, thus when translated into labour, means 40 million Nigerian youths are unemployed (World Bank, 2013). It is clear that the depression of the early 1980s had a serious damaging effect on the Nigerian economy, consequently led to rapid increase in the rate of unemployment. In a bid to checking the growing rate of unemployment among Nigerian youths, the Federal Government of Nigeria (FGN) in 1986 established the National Directorate of Employment [NDE], the body that designed the National Open Apprenticeship Scheme. (Adekola and Ezekiel, 2013).

The National Open Apprenticeship Scheme [NOAS] is an intervention programme designed to create employment, with emphasis on self-reliance and entrepreneurship. NOAS outlined three basic objectives which are:

1. To assist Nigerian youths in acquiring marketable skills with a view to ensuring that they are gainfully employed.
2. To promote self-reliance among the youths by encouraging and assisting them to set up cottage industries.
3. To stimulate the economy by providing employment opportunities for the Nigerian youths through training and resettlement.

The Scheme uses productive facilities such as workshops and technical instructors by way of subcontracting arrangement and the informal sector operator to achieve its outlined objectives. NOAS provides different trades in which apprentice skills are acquired from the informal sector, (where some youths are trained in training centres established by the government and some in mechanic villages identified by government). The NDE report of 2012 shows about 90 trades were available for youths to participate in. They included: computer repairs, welding, computer operation, furniture making, electronic repairs, printing, GSM repairs, bookkeeping, accounting trainee and so on.

Apprenticeship is recognized world-wide as a source of acquiring skills in a trade where the master craftsman sells his training products and the trainee gains by acquiring skills that would make him/her economically secured. This turns out to mean that apprenticeship system in Nigeria is the major provider of skills in the informal sector. To upgrade apprenticeship system in Nigeria, is to strengthen incentives for master craft people and apprentices to participate in the programme enhancing quality and effectiveness of training process and improving outcomes in terms of employability, productivity and decent work.

The focus of apprenticeship is for trainees to acquire employable and marketable skills for self-service or occupation. The term skill is generally defined as the abilities and competencies which are laboriously done through the exertion of physical and mental energy. In every human endeavour there are skills acquisitions which therefore lead to producing individuals who can be self reliant or be employable in the industrial business sector. Therefore, the role of training is not to prepare people for the informal sector and keep them in them or to expand the sector, but rather it should go in conjunction with other instruments like motivation, leadership style, planning and so on to improve performance of enterprises and employability of

workers in order to transform what are often marginalized survival activities into decent work fully integrated into mainstream economic life (International Labour Organization [ILO] 2008).

The ultimate aim of NOAS' training programme is to make beneficiaries self-employed by establishing their own enterprises with the help of the NOAS' Resettlement loan scheme so as to be empowered. Empowering the youths means creating and supporting the enabling conditions under which youths can act on their own behalf, and on their own terms. The Common Wealth explanation of youth empowerment is that young people are empowered, when they acknowledged that they have or can create choices in life, are aware of the implications of those choices, make an informed decision freely or take action based on that decision and accept responsibility for the consequences of those actions.

Hashim (2013) in his assessment of NOAS and youths' economic empowerment contended that there was a significant connection between NOAS and youths' empowerment. But reports from other studies argued that increasing level of poverty has a direct relationship with unemployment situation and it shows that about 60% of Nigerians live below the poverty line. It has been reported also that regional poverty level in Nigeria as contained in Thisday-Newspaper (2013) was; North East 72.2 %, North West 71.2%, North Central 67.0%, South West 43.1%, South-South 31.5% and South East 26.7%. From this fact, since poverty is associated with unemployment, one can then say that the unemployment rate in the North east is very high even after various skills training programmes initiated by the Federal Government of Nigeria. .

These situations have created a condition that requires concern on whether NOAS is appropriately designed to change the status of unemployment in Nigeria. It is on the basis of the discussed variables that the background of this study is built, to ascertain whether the

National Open Apprenticeship Scheme has any influence on youths' empowerment in the North-east Geo-political zone, Nigeria.

1.2 Statement of the Problem

The economic condition of Nigeria in the early 1980s hardly made many youths self reliant as they were considered to be poorly prepared for the world of work. Considering the number of youths that are exposed to the dangers of crime related vices, the FGN established the NDE in order to equip youths with proper skills and facilities to live on their own. This, the NDE does by designing the NOAS. In an ideal situation, NOAS programme should provide the unemployed youths who could not transit into secondary and higher schools with basic skills that are needed in the economy. The programme is achieved by attaching them as apprentices to professional craftsmen or women and also provides them with equipment to start their own businesses to prevent the graduates from reverting back to unemployment.

It is clear that effective training in skill acquisition has immensely contributed to technological excellence. With quality skill acquisition programmes, countries like; America, Britain, Germany and Japan have rehabilitated drug addicts, school drop outs, and social destitute who eventually contributed meaningfully to the economy. There is no gain saying that Nigeria's social and economic problems will be drastically reduced if people are given adequate training in skills, raw materials, machineries and equipments.

According to National Directorate of Employment's report of 2012, it was noted that since the adoption of the scheme (NOAS) in 1986, only 918,545 beneficiaries were engaged by 2011 and that only a meager 13,035 trainees within the period were empowered compared to the 40 million unemployed youths in 2013. The question requiring answer is what might possibly be the reason for this circumstance? This situation made the researcher interact with some youths to

ascertain if NOAS has made any influence in their lives as regards empowerment. Varying opinions were gathered; some said that NOAS had improved their standards of living through income generation while others contended that there was no effective training, so their skills are not relevant. One particular opinion is that computer related motor repairs were not taught this made it impossible for them (graduates) to maintain modern vehicles that work with memory (computerized cars) thus, are always redundant at their work places. Some even contended that with the training, they had no jobs yet. This therefore shows that there is a question of whether NOAS can influence youths' empowerment. These varying views constitute the problem which this research is interested in seeking explanation to in relation to NOAS in the North-east Geo-political zone of Nigeria.

1.3 Objectives of the Study

The general objective of the study is to establish whether the National Open Apprenticeship Scheme has any influence on youths' empowerment in the North-east Geo-political zone of Nigeria. The study's specific objectives are to:

1. examine the influence of National Open Apprenticeship Scheme training on youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria.
2. assess the influence of National Open Apprenticeship Scheme on youths' employment opportunities in the North-east Geo-political zone of Nigeria.
3. determine the influence of National Open Apprenticeship Scheme training facilities on youths' acquisition of employable skills in the training centres in North-east Geo-political zone of Nigeria.
4. examine how National Open Apprenticeship Scheme influenced youths in North-east Geo-political zone to set up their own small businesses.

1.4 Research Questions

The following research questions were formulated for the study:

1. What is the influence of National Open Apprenticeship Scheme training on youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria?
2. What is the influence of National Open Apprenticeship Scheme on youths' employment opportunities in the North-east Geo-political zone of Nigeria?
3. What is the influence of National Open Apprenticeship Scheme training facilities on youths' acquisition of employable skills in the training centres in North-east Geo-political zone of Nigeria?
4. What is the influence of National Open Apprenticeship Scheme on youths in the North-east Geo-political zone to set up their own small businesses?

1.5 Research Hypotheses

In line with each specific objective and research question, the following Null Hypotheses were formulated for the Study:

H_{o1}. National Open Apprenticeship Scheme training has no significant influence on youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria.

H_o2. National Open Apprenticeship Scheme has no significant influence on youths' employment opportunities in the North-east Geo-political zone of Nigeria.

H_o3. National Open Apprenticeship Scheme training facilities have no significant influence on youths' acquisition of employable skills in the training centres in the North-east Geo-political zone of Nigeria.

H_o4. National Open Apprenticeship Scheme has no significant influence on youths in the North-east Geo-political zone to set up their own small businesses.

1.6 Significance of the Study

The finding of this study no doubt will be significant to the following:

i. The Federal Government of Nigeria;

ii. Employers of labour,

iii. Trainers of the unemployed youths,

iv. Trainees of the NOAS programme,

v. Parents of the trainees and

vi. Curriculum planners.

Government should benefit from the finding of this study because it will be able to identify areas that are necessary in the implementation process of NOAS. The government would benefit also by identifying from the information whether the training provided through the National Open Apprenticeship Scheme is related directly to the type of skills required for youths' empowerment in this technological age. The government will also be aware whether the facilities provided for the Scheme is appropriate and adequate for the youths to start their own workshops and businesses. All the information will enable the government to redesign their strategic plan for efficiency and how states and local governments will collaborate in order to equip the youths for empowerment, hence reduce crimes.

The result of this study may be important to those who are directly involved in the training and engagement of apprentices and NOAS graduates (employers). The data will help them understand how the National Open Apprenticeship Scheme is run and see if the training matched the skills required for employment in the industry. They will also use the information to advice the government on how best the NOAS programme could be carried out.

Trainers should benefit from the result of this study; information from the study will help them understand their own areas of concern in terms of trainer-trainee relationship and trainer-government relationship. The report will also expose them to how best to train the apprentice to acquire the required skills for employment, wherefore training is required, they will be able to know and extend their interests to that.

Trainees may benefit from the result of this study because they will be informed of how best to put in their time and interest in the training. They will also know how to obtain loans facilities of NOAS to be able to start up their own businesses. The information will also help them know areas where skills are needed and also know the facilities required for the training.

Parents could benefit from the result of this study because it will help them know where and how to support government's training and establishment of youths' own businesses, which will help reduce unemployment rate and crime in the North-east Geo-political Zone, Nigeria. This will hitherto make the parents happy.

Curriculum planers would benefit from the result of this study because they will be able to use the information to re-direct schools' vocational programmes. Curriculum planners identifying skills available in NOAS' programme will be able to liaise with Government to inculcate NOAS into vocational schools' programmes.

1.7 Delimitation of the Study

The study is delimited to the National Open Apprenticeship Scheme (NOAS) which is one of the vocational skills development Programmes of the National Directorate of Employment (NDE) because it is the institution that sponsors the training of apprenticeship. It is also delimited only to NOAS training centres. It also included resources like the machines, tools and apparatus and personnel that are provided by NOAS for apprenticeship training in the North-east

Geo-political Zone of Nigeria. The research is also delimited to only the training and empowerment of youths by NOAS.

The researcher also delimited this study to only two States out of the six States in the North East, namely; Adamawa and Taraba States. The remaining four States were left out because the researcher through cluster sampling method selected only the two states (Adamawa; and Taraba). Those involved in the study were all the youths that have undergone apprenticeship training and have graduated (within the years 2011-2015) under the NOAS in the North-east Geo-political zone. The graduates are youths who have not attended School, School leavers, School drop outs and fresh graduates of tertiary institutions who desired and have acquired functional and marketable skills under NOAS. The study is also delimited to graduates who are within the ages of 18-35 years in the North-east Geo-political Zone. This is because the NDE specified the age limit of those trained under the NOAS, thus the researcher apart from adopting it, used the definition of youth age specified in the Nigerian Constitution as 18-35.

1.8 Basic Assumptions

The researcher works under the following assumptions:

1. Every individual can be trained and helped to acquire skills.
2. Every training centre has the required facilities to train in that particular field and has at least one trainee under it to train.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

The purpose of this chapter is to describe the theoretical and conceptual frameworks and review studies that are relevant to the problem under investigation. The chapter is organized into the following subheadings:

2.1 Theoretical Framework

2.2 The National Open Apprenticeship Scheme

2.3 Concept of Youth Empowerment

2.4 Apprenticeship Training System and skill acquisition

2.4.1 Types of Apprenticeship and Approaches to Good Apprenticeship System

2.5 Relevance of Apprenticeship in Employment Generation

2.6 National Open Apprenticeship Scheme's Method of Apprenticeship Training

2.7 Strategies for Youths' empowerment

2.8 Review of Empirical Studies

2.9 Summary of Literature Reviewed

2.1 Theoretical Framework

The main alternative root of influence to the empowerment 'philosophy' today appears to be the work of Paolo Freire . The concept of 'popular education' of Paolo Freire was developed in the 1960s and became influential in development in Latin America in the 1970s, associated particularly with literacy projects (Freire, 1970). In this theory, empowerment was seen; for the most part as a radical project of social transformation to enable otherwise excluded social groups to define and claim their rights collectively, the popular education theory construed empowerment as a means to combat social problems such as poverty, health and education.

Rappaport's theory of 'narrative empowerment' in 1981 was compatible with the popular education theory.

Julian Rappaport, in furtherance of Feire's theory, worked on professional care on those who are outside the mainstream of economic and social power. The narrative approach links process to practice and attends to voices of the people of interest. This view was presented as a view that includes a social policy and an approach to the solution of social problems stemming from powerlessness. He emphasized that empowerment is a process of internal and external change. The internal change is the person's sense or belief in his/her ability to make decision and to solve one's problem. The external change finds expression in the ability to act and to implement the practical knowledge, the information, the skills, the capacities and other new resources acquired in the cause of the process. (Rappaport, 1984).

Owing to a heavy association with gender, many organizations only use the term 'empowerment' within the remit of gender issues. Others, however, are clear that empowerment not only is a gender issue but also concerns a whole host of marginalized groups, encompassing social differentiations such as caste, disability and ethnicity. The popular education theory stressed that empowerment practice has to deal with the person most lacking in aptitude, most lacking in ability to function, the person in the greatest distress is one who needs more not less control in his life.

However, since the 1980s, the theme of youth economic empowerment has become central to the work of many developing countries, Nigeria inclusive. One of the common and beneficial ways that the Nigerian government used to encourage personal growth and economic empowerment is to give young adults increased responsibilities in their own lives and also acquire vocational skills through the design of the National Open Apprenticeship Scheme. The

choice of the theory 'Popular Education' is based on the fact that it focused on how to meet the needs of people who have been devalued and marginalized within our society including people with disabilities, women and visible minorities, by giving them the skills and resources to act. Using the empowerment programme of Nigerian government (that is NOAS), those who could not act on their own and are marginalized are exposed to processes of skills, the outcome of which is to meet their needs and impact on the economy positively.

2.2 The National Open Apprenticeship Scheme (NOAS)

The National Open Apprenticeship Scheme (NOAS) is a programme of the National Directorate of Employment [NDE]) which was tasked to tackle the employment problem that has become one of the key issues in the challenging agenda of Nigeria. Development experience, the world over has indicated that economic progress may not automatically translate into job opportunities and poverty reduction especially among such social groups as the youths, the disabled, retired persons, the vulnerable groups and women. It is in realization of these that the Federal Government of Nigeria under the leadership of General Ibrahim B. Babangida considered it imperative to have a permanent institution to be able to combat the menace of unemployment (NDE, 2013; Hashim, 2013 and Adekola, 2013).

The NDE according to NDE (2013) and Hashim (2013) designed intervention programmes which focused on creating jobs through self employment and vocational skills acquisition. In order to actualize this mandate, NDE adopted implementation strategies and programmes such as the National Open Apprenticeship Scheme the objective of which is to address the problem of unemployment among school leavers and other people whose unemployment status stem from their lack of productive and marketable skills. One method used

to fulfill this mandate is to train unemployed youths inside small-scale enterprises, similar to the traditional apprenticeship.

NOAS which took off officially in 1987 involves the use of informal sector operators (Master crafts men/women) as training outlets for unskilled unemployed persons (persons who have not attended school, school leavers and school dropouts, persons with special needs and fresh graduates of tertiary institutions who desire to acquire functional and marketable skills) located in the urban and semi-urban areas. These persons are recruited and attached to the master crafts men/women for a period long enough for the apprentice to acquire necessary skills (NDE, 2012 and Hashim, 2013). Moreso, Hashim said that these persons (apprentices) are provided with necessary skills to enable them become vocationally well-adjusted and economically well empowered by helping them to possess the required skills and knowledge to make them employable as well as prepare them for the world of work so that they are absorbed in the economy.

In trying to highlight the core objectives of NOAS, Adekola (2013) has outlined three major objectives contained in government gazette, they include:

1. To assist Nigerian youths in acquiring marketable skills with a view to ensuring that they are gainfully employed.
2. To promote self reliance among the youths by encouraging and assisting them to set up cottage industries and
3. To stimulate the economy by providing employment opportunities for the Nigerian youths through training and resettlement.

In a bid to realizing these objectives, NDE (2012 and 2013) shows a dichotomy of two schemes under the NOAS as approved by the NDE management. These schemes are: Basic-National

Open Apprenticeship Scheme (B-NOAS) and the Advanced-National Open Apprenticeship Scheme (A-NOAS)

The B-NOAS is a scheme through which unemployed school leavers are recruited and posted to master crafts men/women who are informal operators. While the A-NOAS is designed for graduates of B-NOAS whose skills need to be upgraded to ensure a higher level of proficiency.

The ultimate aim of skills acquisition programme is to make beneficiaries self-employed. To achieve this aim, NDE introduced the Resettlement loan scheme to empower the NOAS beneficiaries after graduation through the provision of facilities and funds for them to own their businesses. The activities that are usually carried out by NOAS include: recruitment and screening of apprentices, verification of trainees, training and retraining of trainees and trainers and the resettlement of trainees.

2.3 Concept of Youths Empowerment

To be able to understand the concept well, it is appropriate to define youth and empowerment separately because both words are multi-dimensional in nature. Generally, countries vary considerably in their definition of youth. Attempts have been made by the United Nations general assembly (UN), Commonwealth and the World Bank to come out with one common definition of youth. For the UN and World Bank, youths are those persons falling between the ages of 15 and 24 years, and for the Commonwealth youth is within the age bracket 15 to 29 years. For some countries the age could be extended to 35 years as in Ghana, Nigeria, Senegal and Sierra Leon (ILO, 2001).

However, the UN definition of youth center's on global perspectives, it does not necessarily satisfy and reflect the true African perspectives, nature, culture and economy, particularly the Nigerian situation where a child is considered a minor (by the Constitution of the

Federal Republic of Nigeria) until the child reaches the age of 18 (Hashim, 2013). Thus, for the purpose of this study, a youth is considered as a person between the ages of 18 and 35 years; adopting Nigeria's definition.

Empowerment according to Rappaport (2008) has two meaning: the verbal definition and the initial meaning. In the verbal definition, empowerment is related to the word "power". In English, the concept leans on its original meaning of investment with legal power-permission to act for some specific goals or purposes. Thus, the new meaning includes mainly references to gain more control over they themselves or with the help of others. In every social, cultural, economic and political context of the poor, the common elements that underlie the poor people's exclusion are voicelessness and powerlessness. Confronted with unequal power relations, poor people are unable to influence or negotiate better terms for themselves with traders, financiers, government and civil society. This severely constraints their capabilities to rise out of poverty (Narayan and Shah, 2000).

The term empowerment has different meanings in different socio-cultural and political context. An exploration of local terms associated with empowerment around the world include: self-strength, self-power, control, self-reliance, own choice, life of dignity in accordance with one's values, independence, capable of fighting for one's rights, own decision making, being free, capability and awakening. Narayan and Shah (2000) stated that empowerment is of intrinsic value; and it also has instrumental value. It is relevant at the individual and collective level and can be economical, social, psychological and political.

In an attempt to conceptualize empowerment as an emancipation process in which the disadvantaged are empowered to exercise their rights, obtain access to resources and participate actively in the process of shaping society and making decision, there are range of definitions and

approaches. To some, empowerment is a political concept that involves a collective struggle against oppressive social relations. To some, it refers to the consciousness of individuals and the power to express and acts on one's desires; again to others, is viewed as an economic concept which seeks to ensure that people have the appropriate skills, capabilities and resources and access to ensure sustainable incomes and livelihoods (Luttrell, Quiroz, Scrutton and Bird, 2009). Pewer, Ramos and Dunning (2013) contended that economic empowerment has varying views, for instance, some Organizations involved in microfinance refer to economic empowerment as having access to income or taking part in income generating activities. While many research institutes take a broader approach and emphasized the importance of challenging society's traditional, limiting views of women.

A review of definitions of empowerment according to Rowland (2007) reveals both diversity and commonality. That most definitions focus on issues of gaining power and control over decisions and resources that determine the quality of one's life. He said that in its broadest sense, empowerment is the expansion of freedom of choice and action. It means increasing one's authority and control over the resources and decisions that affect one's life. Thus "empowerment is the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control and hold accountable institutions that affect their lives". That asset refers to those materials that enable people to withstand shocks and expand their horizon of choices. Rowland also noted that the extreme limitations of poor people's physical and financial assets severely constraints their capacity to negotiate fair deals for themselves and increase their vulnerability. While capacities on the other hand are inherent in people and enable them to use their assets in different ways to increase their wellbeing. Human capacities include: good health, education, and production or life enhancing skills.

The general definition of empowerment opined by Peggy in 1970 according to Assaad (2001) in her study "Empowerment as Kaleidoscope: A comprehensive empowerment approach for young women squatters in Cairo", was used to frame the struggle for social justice and women's equality, a transformation of economic, social and political structures at national and international levels, that empowerment is;

> A process that enables a powerless woman to develop autonomy, self-control and confidence and with a group of women and men, a sense of collective influence over oppressive social conditions […](Women) understand gender oppression and organize to change ways in which different institution sanction and facilitate their treatment as second citizens, the collective empowerment of women will occur.

The Human Science Research Council [HSRC] (2007) reported that the World Bank in its general definition explains empowerment as an action-oriented concept with a focus on removal of formal or informal barriers, and on transforming power relations between Countries and Institutions and Government, it defined empowerment as:

> The process of increasing capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes, to build individual and collective assets and to improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets and the expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and accountable institutions that affect their lives.

The United Nations Social Development Network held an international conference on "people empowerment and development" in Dhaka, seek opinions on "Empowerment: what does it mean to you?" Different views have been obtained which included those of Ki-moon (UN secretary General) in 2012, said that empowerment is a long standing effort to protect human rights, promote job creation and obtain improved access to water, sanitation, energy, education

and health care all have empowerment at their core. He went further to say that the goal is to ensure that people have the opportunities they need to live better lives in dignity and security.

The remarks made by Wu (2012) at the "expert group meeting on promoting empowerment of people in achieving poverty eradication, social integration and empowerment and decent work for all" was that empowerment is critical to poverty eradication and to development, and that any long term solution to poverty must start with empowerment. The poor and vulnerable may need short term assistance in times of crisis, but we should not underestimate the power of initiative and ownership. More so, he said that more often than not, poor people do not need charity; they need policies and tools that empower them to lead productive live. That the actions taken for empowerment can be advanced through: poverty reduction, job creation, improved access to water, sanitation and energy, public services such as education and better health care and social integration over all. In his own opinion, Sow (2012) argued that empowerment is about three dimensions:

1. How the individual or community perceive and judge their capacity to play a role.
2. The desire to play a meaningful role in society and
3. The spaces and opportunities created and provided for the capacity to come to play.

The first step is about making people realize their potentials, existing specific knowledge and expertise and strengthen their capacities in various areas in order for an individual or community to play a meaningful role in their own or their community's development and to make (life) choices. It is about subjective feeling (trusting oneself) as well as the realization of one's own capacity (based on the ideas of absolutely everyone has something meaningful to contribute). The discovery of one's capacity and relevance for others can trigger a desire to actively shape one's environment, because they realized that they can make a difference, which

in turn makes them want to make a difference. That a feeling of disempowerment often causes passivity. Moreover empowerment is of course related to the objective possibility and existing spaces to play a role and to be heard.

In another perspective, Anneb and Lanfenberg (2012) emphasized that empowerment can be understood in two different dimensions:

1. To develop the competences and capabilities of individuals to educate and to qualify individuals, special target groups such as children, women, elderly persons and or families to improve their skills and knowledge so that they are able to generate income and improve the quality of their everyday lives and can contribute to the development of the society.
2. The means to develop or to enable the preconditions for individual's basic requirement such as peace, gender equality, human rights, or available food, access to land and micro-credits or adequate education systems are necessary to enable individuals, special target groups their wellbeing.

More so, Pilgrim (2012) in his opinion argued that empowerment conjures up images of people gaining greater control of their lives. It is "a process that helps to diffuse power at the individual, group and community levels". That empowerment process helps people to develop skills and capabilities, build self-confidence and make better decisions, thereby improving their life chances and that of succeeding generation.

The study conducted by Taylor and Pereznieto (2014) on the "Review of evaluation approaches and methods used by interventions on women and girls' economic empowerment" contended that economic empowerment should be looked as a process whereby women's and girls' lives are transformed from a situation where they have limited power and access to

economic assets to a situation where they experience economic advancement and their power and agency is enhanced in the changes. They explained the changes to be: "Power within" (that is, the knowledge, individual capabilities, sense of entitlement, self-esteem, and self-belief to make changes in their lives, including learning skills for jobs or start an enterprise). "Power to" (economic decision making power within their household, community, and local economy, not just in areas that are traditionally regarded as women's realm but extended to areas that are traditionally regarded as men's realm). "Power over" (access to and control over financial, physical and knowledge-based assets, including access to employment and income-generating activities); and "Power with" (the ability to organize with others to enhance economic activity and rights).

It is therefore pertinent to say that youth economic empowerment is seen as an attitudinal, structural and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youths and adults. Youth economic empowerment is often addressed as a gateway to intergenerational equity, civic engagement and democracy building.

In support of these views on empowerment, Ledford, Lucas, Dairaghi and Ravelli (2014) opined that youth empowerment, whether economic, social or political could be broken into these components: individual empowerment level-entails youths developing skills to exert control and improve competence, as well developing critical awareness to effectively collaborate for the betterment of organizations and communities. The organization empowerment level-which is the entities that provide, and benefit from the opportunity for youths to acquire the skills needed to gain control over their lives, provide alternatives to service provision, as well as entities that develop and influence policy decisions; and the community empowerment level-is

an effort to improve the community, respond to threats to quality of life and provide for citizen participation at the local, national and international level.

According to ILO [International Labour Organization], for one to be empowered economically, that individual must have access to employability, which the ILO defined as to encompass all of the skills, knowledge and competencies, and enhance worker's ability to obtain and retain a job, cope with change and enter labour market more easily at different periods of the life cycle. Based on the varying views about empowerment, it means that failure to define and conceptualize youth empowerment can weaken its value, therefore, in this study, youth empowerment is viewed as an emancipation process in which youths are empowered to increase their economic strengths by participating actively in the process of shaping their lives through acquiring vocational skills and ability to develop potential solutions of their own in the economy (both formal and informal economy). This means that this study takes an economic view (with modification) to define empowerment in terms of individual capacities to address inequalities which are causes of poverty.

Thus, the field of empowerment operates as both process and outcome. The process provides opportunities for youths to develop skills and become problem solvers and decision makers and the outcome refers to the result of the empowerment process, including the consequences of attempt to gain control in the community and the effects of interventions designed to empower participants.

2.4 Apprenticeship Training System and Skill Acquisition

There is a renewed interest in the institution of apprenticeship. The concept apprenticeship is attractive, not only does it focus attention upon an active role for individuals in organizing their own learning; it also implies that individuals have prime responsibility for putting themselves in a position to learn. The meaning and description of apprenticeship as opined by some authors have been explored.

Steedman, Gospel and Ryan (1998) described apprenticeship as a contract between an employer and a young person combining on-the-job training, formal learning and productive work. That once the contract is entered into, the agreement places upon both employer and the young person (i.e. apprentice) a set of reciprocal rights and duties. More so, the employer agrees to ensure that the apprentice follows the stipulated programme of vocational education and training which will be based on natural standards formally organized by the sector concerned. Steedman *et al* further said that a non-negotiable part of the agreement will be that on-the-job training will be complemented by off-the-job training in an educational institution. In return, the apprentice agrees to consciously pursue the stipulated programme of education and training, to undertake productive work related to his/her course of training within the company and to accept a training wage appropriate for his/her age and the stage of his/her apprenticeship.

In the opinion of the International Labour Organization [ILO] (2008) in describing apprenticeship says that it would be misguided to see apprenticeship primarily as a ”cure” for high youth unemployment. Apprenticeship is first and foremost about skill development to the benefit of companies, their employees and the wider economy. It can accommodate a wide range of abilities and aptitudes because it accurately reflects the equal wide range skills required in a modern economy.

International Labour Organization (2012) in its contribution to the G20 task force on employment recommended that apprenticeship should be taken to denote training programmes that Combines vocational education with work based learning for an intermediate occupational skill (i.e. more than routinized job training) and that are subject to externally imposed training standards, particularly for their workplace components. The recommendation makes no reference to apprenticeship and focuses on lifelong learning and the upgrading of the skills of those already in the labour force. Young people are mentioned only as one of a number of groups with naturally identified special needs. The recommendation reflects concern over the increasing vulnerability of the low-skilled in the labour force in the face of skilled-based technological change, particularly in less developed economies. Concern over high levels of youths' unemployment has led to much greater interest in apprenticeship.

The apprenticeship is looked as a holistic field of learning because it involves the education of both the learner and the teacher. As the learner develops a schema that begins to incorporate the intricacies of the environment, they will be more capable of performing similarly to their peers. Once this is recognized by the trainer, the learner will become accepted as a peer; at this point, as the new worker tackles problems through their new and previously existing schema, their individual latent may start to be applied within the group practices. In this way, apprenticeship retains fresh information and ideas with a common body of knowledge (Barab and Hay, 2012).

In trying to demystify the meaning of apprenticeship, the United State Department of Labour (2013) and Evans-Klock (2014) described apprenticeship as a system of training a new generation of practitioners a structured competency and a set of basic skills. Apprentices are set a strict training programme so they can gain a set of skill to prepare themselves for their desired

trade or certain career in which they wish to pursue. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession in exchange for their continuing labour for an agreed period after they have achieved measurable competencies for more advanced apprenticeships, that theoretical education is also involved.

The apprenticeship system started almost with the creation of man. The early man started his life in a very crude manner, but as time went on, he learns how to influence his environment to meet his needs, and the issues of tribe and family system started to emerge with a particular work type attached to each tribe or family. Subsequently each family became the monopoly of a particular type of work. The process of skill acquisition then was from father to son (Adekola and Ezekiel, 2013); more so, there was no established system of skill development for the youths. ILO (2008; 2013) observed that all learning activities were integral parts of the indigenous education through observation, imitation and constant practice. The youths then were compelled to learn the family work as opportunity to learn work outside one's family was not available.

In the African traditional education system, emphasis was on job orientation and moral values and the method was purely practical. The objectives of this training system were mainly to produce an individual who was skilled, corporative and could conform to the social order. In modern society, vocations are mostly run through the apprenticeship system (Ochiaga, 2014). With development as a result of Industrial revolution, according to Evans-Klock (2014) the idea of choosing job outside the family started to gain prominence, thus, parents started sending their children to people who are skilled in such job chosen by their children for onward training. This period marked the beginning of apprenticeship system in Nigeria which is carried in the informal sector.

Today, apprenticeship in the informal sector represents the main road to skills development in most developing countries. ILO (2008; 2013) said that it is questionable whether distinguishing between the "informal" and the "formal" sector still makes sense in countries where almost economic activity is "informal". The term "informal" implies a normative judgment meaning "not according to due form". This is in line with what is contained in Alivazona (2013) that the apprentice perspective is rarely formally taught, this is because the concepts communicated through apprenticeship are often practical, tacit strategies for achieving goals that do not always confirm to standard procedure.

The base for the informal sector recognition is evolutionary. According to ILO (2008) and Adekola and Ezekiel (2013), in the 1970s, countries looked at the informal sector as a parasite, as an obstacle to development. Artisans where chased out of their workshops for being "illegal". This happened in a context of strong belief in the capacity of the state to achieve Industrialization and Modernization. In the 1980s and 1990s, liberalization was on the rise and policy attention shifted from market to government failure. Evans-Klock (2014) stated that due to Structural Adjustment Programmes and crises; states were weakened and public sector training was contested by the World Bank. Thus, the attitude towards the informal sector became friendlier since it was seen as a fertile ground for entrepreneurial activities which could provide a way out of poverty and provide training to young people.

In the 1970s, the informal sector was considered "abnormal" the perceptions change to seeing it as "pre-normal" in the 1980s and 1990s. Meaning that steady growth would eventually lead to formalization. In the issue of formalization, there are two very extreme ideas. The first attempts to project on the informal sector the same labour relation models that have developed in industrialized countries. The focus is on the implementation of formal rules and on

inefficiencies. The second considers the informal sector as a totally difficult culture as compared to the formal sector. This view talks about informality as the traditional way of doing things (ILO, 2012 Adekola and Ezekiel 2013). The solution to these extreme is taken by ILO (Evans-Klock, 2014) who talks about "progressive formalization". Employers focus on the process of registration of micro and small enterprises. The aim is to provide the right incentives to enterprises to register. The workers focus on organization, representation and voice. For government, the concept includes access to formal system of resource allocation, for example, micro finance.

Janjua and Naveed (2011) said that the most prevalent mode of skills acquisition in the informal sector is apprenticeship under the "ustad-shagird" (master-apprentice) system. That a household survey showed that the percentage of those acquiring skills from the informal sector through apprenticeship is twice the proportion of those who acquired skills in the formal technical and vocational education training system. Thus, the system is well suited to the need of poor families in the sense that apprenticeship is provided small grants during training. In addition, informal skill acquisition is important for a large number of individuals informally engaged with formal enterprises. This sector covers a broad set of businesses ranging from the relatively traditional to modern, and includes thriving enterprises along with subsistence level activities.

The system of apprenticeship varies from country to country. In the European countries particularly Britain for instance, the apprenticeship system was a descendant of the craft guild system of the middle age. In America, the apprentice generally lived in the house of the master craftsman to whom he was indentured and received no wage but simply was given his own room, board and clothing. In Mali, written apprenticeship contract do not exist. Young people access

apprenticeship through family relations and friends, where an artisan often takes on his nephew or nice or the son of a friend as apprentice. This form of recruitment does not require apprenticeship fees only that at the end of apprenticeship, large sums of money are spent on a celebration to mark the end of the training period and apprentices are not awarded certificate. But in Benin, apprentices pay for the traditional apprenticeship and also receive a certificate conforming the acquisition of occupational skills and competencies (Ochiaga, 2014).

In general, apprenticeship system in East African countries tends to rely more on an individual agreement between a trainer, craftsman or teacher and a worker, trainee or apprentice, and it lacks institutional arrangements. Trainer and trainee negotiate the skills to be transferred and the fees and the labour the apprentice has to provide. Once the workers have acquired the skills, they will leave the provider of training. The master craftsman and apprentice have to be convinced that the training offered is worthwhile for both of them. In contrast to the East African system, the francophone West African countries have institutional arrangement where they integrate the structured traditional apprenticeship into the institutional training system; consequently this will lead to certification recognized at national level skills.

The effort to acquire a skill is old as the existence of man. Its usefulness is so imperative that it is meant to be acquired through the informal, non-formal and formal sectors. In every human endeavour there are skills acquisitions. Skill is viewed in different perspectives. Ekpenyong (2011) described skill in a social ground. That skill is performance which is used to bring about certain responses from people. This definition implies self-presentation and it has to do with individual's ability to cope with various life situations. Ekpenyong said that skill could be called "life skill" or "social life skill".

According to the World Employment Report of 1998, the term "skill" refers to an acquired practical ability or to a qualification needed to perform a job or certain tasks competently (Hashim, 2013). However, this definition did not indicate that skill is a multidimensional concept as most jobs require a combination of skills for adequate performance, ranging from physical abilities to cognitive and interpersonal skills. Skill also, is seen as the ability to do something well, usually gained through training or experience

The definition of skills that is more encompassing and multidimensional and more suitable to reflect the meaning of skill is found in Business Dictionary (n.d). skill is seen as the ability and capacity acquired through deliberate, systematic and sustained effort to smoothly and adaptively carry-out complex activities or job functions involving ideas (cognitive skill), things (technical skills), and/or people (interpersonal skills). However, for the purpose of this study, skill is viewed as the acquired ability to perform a job adequately and competently, with the combination of physical and technical abilities, cognitive and interpersonal skills.

Whatever type of skills that are acquired, depend on what employers want. Brown and Hopkins (1998) said that employers want: Employees who can learn the popular skills of an available job-who have learned how to learn, Employees who will hear the key points that make up a customer's concerns (listening), and who can convey an adequate response (oral communication), Employees who can think on their feet (problem solving), and who can come up with innovative solutions when needed (creative thinking); Employees who have pride in themselves and their potentials to be successful (self-esteem), who know how to get things done (goal setting/innovation) and who have sense of skills needed to perform well in the workplace (personal and career development) and also Employees who can get along with customers, co-workers, or suppliers (interpersonal or negotiation skills); and who can work with others

(teamwork), who have some sense of where the organization is leaded and what they must do to make a contribution (organizational effectiveness), who can assume responsibility and motivate co-workers when necessary.

2.4.1 Types of Apprenticeship and Approaches to good Apprenticeship System

Apprenticeship has witnessed a lot of changes, and these changes led to the categorization of apprenticeship. Haan (2008) said that there are three types of apprenticeship training; thus, the traditional apprenticeship; informal apprenticeship and the modern apprenticeship. To Haan, the traditional apprenticeship refers to the well-organized transfer of skills within families and social groups based on socio-cultural conventions. It consists of an agreement between the master craftsperson and the parents or guardian of the apprentice regulating skill training. The master craftsperson takes care of lodging and food for the apprentice and is expected to also provide some moral upbringing.

The traditional apprenticeship in the informal sector according to Ekpenyong (2011) is subject to social changes. These changes can be observed in time; in different localities; in different trade-sectors; within a specific trade sector and in the type of skills acquired through apprenticeship. Apprenticeships are as good as the master craftspeople, although apprentices are sometimes better educated. However, master craftspeople are the cornerstone of apprenticeship to encourage excellence, and enhance productivity and quality of products or services. The apprenticeships here are not demand-oriented; sometimes they are poor in identifying market needs.

The informal apprenticeship: is similar to the traditional apprenticeship but more “open” in the sense that the majority of apprentices come from outside the family. Informal apprenticeship training according to Haan (2008) is common in the more “modern” informal

activities such as Car repair, welding, hairdressing. Recently one can observe examples of master craftspeople that shifted their focus from productive activities to training as their main activity. In his own perspective, Ekpenyong (2011), said that in this type, children unconsciously acquire relevant skills from their parents, while observation and direct telling by the parents were common features of learning; questioning seems to have been a more effective method of ensuring learning.

The Major weakness that was noticed in this type of apprenticeship training according to ILO (2012) is that it consists of long working hours, unsafe working conditions, low or no allowances or wages, little or no social protection in the case of illness or accident and strong gender imbalances. It can become exploitative if a master craftsman breaches the training agreement in failing to impart their skills adequately, thus keeping apprentice depending on him (master) too long. This led to the regulated apprenticeship.

The modern apprenticeship: which Haan (2008) said is usually regulated by an 'apprenticeship Act" which stipulates the length of the training period, the training format, the number of working/training hours, the payment of (part of) minimum wage, and so forth. In most developing countries there are only a small number of modern apprenticeships which are mainly concentrated in medium and large enterprises and state enterprises. According to ILO (2012) is structured and regulated, usually by legislation at national level; is waged, based in the workplace, and also based on a contract which specifies duration, programme of learning (including transferable skills) assessment and final certification and the entitlement to off-the-job learning. More so, that the major characteristic is its "Dual system" which refers to the fact that planned learning takes place in two locations; in the employer's premises and in the vocational school. The major aim is to enhance general education and to develop technical knowledge and

skill to internationally competitive standards. It again requires high levels of trust and cooperative behaviour between public authorities, employers and the young person.

In the indigenous Nigeria, for instance, the traditional apprenticeship involves hardship, commitment and discipline especially on the part of the apprentice. Success of an apprentice is solely depended on the master craftsman. The ages of apprentice often range from 9-40 years; though other studies noted that majority are always between 12-25 years (Adekola and Ezekiel 2013). The apprentice is set free after meeting the conditions attached to the training and the freedom ceremony which is usually organized to graduate the apprentice.

The case for classifying apprenticeship training for this study is to see if the National Open Apprenticeship Scheme of Nigeria which is an intervention programme practices the modern/regulated apprenticeship (which are similar and is a model for this study) system in its training process which the United State Department of Labour (2013) justified that for a country to maintain a standard apprenticeship system, the standard for apprenticeship must relate to the following: The type of occupations and the duration of training, the methods of training and contents of the training agreement between the apprentice and programme sponsor, employment and supervision of apprentices, including requirements for wage progression, registration, record maintenance, reporting and certification and Compliance with equal employment opportunity requirement.

The director skills and employability department, in his report to the ILO (Ochiaga 2014) has identified key success factors around which quality apprenticeship programmes bridge training to production and decent work.

1. Sector-based approaches sustain public-private partnerships and assure the quality of apprenticeship training and the quality of apprenticeships' employment.

2. Incorporating entrepreneurship with technical training inspires young people interested in starting their own businesses someday to choose apprenticeships and raises the social status of vocational training.
3. Employment services expand young people's awareness of apprenticeships and the kinds of jobs they can lead to; work with smaller enterprises to increase apprenticeship placements; and avoid gender stereotyping so that apprenticeships broaden career choices for young women and men.
4. Combining training with earnings, access to social protection and respect for labour rights, apprenticeships open a first job for young people that can lead to career long productive employment and
5. Combining classroom and workplace training enables employers to match training to their needs.

2.5 Relevance of Apprenticeship Training in Employment Generation

Many scholars have stressed the importance of apprenticeship to national economy. ILO (2012) has emphatically stated that apprenticeships are relevant in two ways: To the beneficiaries (trainees) and to the firms or organizations (trainers)

But other authors contended that the Government of a nation also benefits from apprenticeship because it is the sole provider and coordinator of the programme of apprenticeships (Udofia, Ekpo, Nsa and Akpan, 2012 and US Department of Labour, 2012).

The following are the relevant of apprenticeship to the apprentice:

1. Apprenticeship is a highly desirable form of training for workers. As young person get taught skills in the workplace that go beyond general employability, the apprentice trains for an occupation, learning from real professionals, thus acquiring industry-specific as

well as transferable skills which are contended to be the first step on the job ladder. It allows them to learn job skills while earning an income, wage progression and portable certificate of completion and proficiency.

2. Encourages productivity growth and advancement. Apprenticeship skills will not only increase the likelihood of lifetime employment but also encourage productivity growth in the economy. In line with this, Steedman, Gospel and Ryan (1998) supported this opinion that modern apprenticeship leads to recognized qualification outcomes. It may also be positive in that it provides a stepping stone and basis for further training. For example, it is being used in this way in relating where some larger super markets are using apprenticeship for progression to management positions.

Steedman *et al* (1998) says at Rovers, United Kingdom [UK], apprenticeship offers the possibility of switching between craft and technician schemes. Also study conducted by Steven (as cited in Youth Employment Inventory [YEI] 2012) had indicated that a recognized apprenticeship is associated with a 15% point's higher probability of employment among young men. That people under 26 who have completed a recognized apprenticeship earn an average 23% more than similar men. Steedman *et al* further explained that instilling a willingness to learn gives an opportunity of taking advantage of new technology and new techniques. This necessitates a humble approach to apprentices' success and limitations. It demands recognition that there is no terminal degree of learning.

3. Open doors for job transfer. Apprentices are trained in the skills of a craft, trade or profession. Therefore they acquire occupational competence and set of various vocational and core skills which can be transferred between jobs. It can be expected to

improve the employment, earnings prospects and aspirations for relevant and flexible education and training of young people.

4. Opportunity for networking. The training allows the apprentice to gradually build up a business network with suppliers and client. Quinn (2008) explained that trainees learn about operating in a business environment and begin to establish their own business network, including suppliers and client which they may take with them once they set up their own enterprises.
5. Opportunity for professional qualification. Apprenticeship offers the possibility of a less-status-conscious and less divisive route to technical and even professional qualification that is currently on offer in school or college systems. This is advanced in the study conducted by Steedman *et al* (1998) that German-speaking countries have demonstrated the extent to which apprenticeship can accommodate within a single framework young people of widely different academic ability and professional aptitudes. Thus, apprentices see their growing skill recognized in the workplace and their recognition provides an invaluable sense of self-worth and professional identity.
6. Apprenticeships enable young people to earn a wage while continuing their participation in learning as they gain the skills, knowledge and experience required of their chosen vocations. Apprentices do not pay for tuition during their training but instead receive a modest salary. Alivazona (2013) in his study of "Role of apprenticeships in combating youth unemployment in Europe and the United States" revealed that an Austrian apprentice receives approximately one-third the salary of average "blue-collar-worker" and the German apprentice received approximately €230 (230 Euro) per week as training allowance.

7. It provides security for trainees. The training brings confidence and high morale to the trainees. They work as craftsmen with financial and psychological security. Evidently, Nwanaka and Samuel (2011) said that possession of skills is important in preventing youths from becoming social misfits because those skilled persons become gainfully employed through acquisition of skills. Thus, it helps to arrest social ills such as armed robbery, stealing and youths restiveness among others.
8. It empowers trainees with relevant or employable skills. The learning process takes place in a business setting, which means that the apprentices acquire complex skills that are relevant to the market needs. Quinn (2008) supported this idea that in addition to the vocational skills, the trainees observe and learn other entrepreneurial skills, for example, negotiating the prices and selling to prospective clients. That is why Haan (2008) and Udofia *et al* (2012) explained that the apprentices acquire skills in a process of cognitive apprentice. This means that the apprentice works side-by-side with the trainers to acquire tacit knowledge and vocational skills in a process of imitation and practices. Tacit knowledge is non-codifiable and cannot be taught but needs to be acquired and discovered in a process of observation, practice and experiences. Thus the job creation potential of the apprentice may lead to poverty reduction, because through it they practice, create, develop and establish business ventures. A study carried out and reported by the Director, Working Links (Mike, 2011) revealed that 62% of people think an apprenticeship will give them the skills for a fulfilling career, and 100% of employers think apprenticeship gives young people the skills to find lasting work.

The relevance of apprenticeship to the Organizations who employ the trainees includes::

1. Recruitment of apprentices could develop valuable links between the organization and local schools, community and voluntary sector organizations. This UK commission for employment and skills [UKCES] (2012) concurs that apprenticeship can help the organization meet the requirements of mindful employers, investors in people-positive about young people, single, equality scheme and equality legislation. The people in the community are those who patronize the organization's products that in turn lead to customer loyalty.
2. There are some increases in organizational stability because training provides a pool of skilled hands that will sustain the workplace. UKCES(2012) have posited that the organization can enjoy apprenticeship because there are always readily available pool of potential recruits at all levels even when a key employee leaves the organization. This in turn, as supported in Pilgrim (2013), will increase productivity that usually results from the increase in the skill and stability in the number of the apprentices. Thus, both increases in quality of output can result from a good training programme which addresses inequality in the organization's age profile.
3. A more engaged workforce. UKCES (2012) argued that apprenticeship can help to improve the organization's staff retention and engagement, as they can be used to further develop the existing workforce. This is evidenced on the ground that 92% of employers who employ apprentices believed that apprenticeships lead to a more motivated, qualified and satisfied workers who are competitive. This implies that the training experience and expertise developed by firms which offer apprenticeships helps Firms to develop as learning workplaces, and this delivers the wider range of skills urgently needed by business.

4. Apprenticeship provide to the Firm supply of labour with the necessary skills that were otherwise difficult to find in the labour market. According to Mike (2011) in his "learning a living skills and apprenticeship" posited that 100% of employers think apprenticeship gave young people the skills lasting in workplace. UKCES (2012) argued and contended in support of apprenticeships to firms that apprenticeships are unique way to grow an organization's workforce; they combine on-the-job training in the organization with off-the job learning. The learning takes place in context and provides a real understanding of the working world, combining practical skills with theoretical knowledge. They thus offer a career route into the organization and an invaluable opportunity to grow the skills the organization need now and in future.
5. Lower staff turnover and fewer skills-related vacancies. UKCES (2012) confirmed this that 83% employers who enjoyed apprentices rely on their apprenticeships programme to provide the skilled workers that they need for the future. That one in five employers is having more apprentices to help them through the tough economic climate. This means that the long-term benefits are linked to reduced labour turnover, lower absenteeism figures and higher employee satisfaction which consequentially lead to improved productivity by developing better trained staff, making the organization more competitive and improving standards of products and service provision.
6. Reducing training and recruitment costs. Costs are reduced, work accidents plus wastes are characteristics of untrained employees. So with training, there is usually reduction in waste and have lower costs in the production process, especially to firms who are partners in apprenticeship training. Thus, the maxim "practice makes perfect" comes to mind, that if employees engage in constant practice, they will be perfect or experts in it.

The National Apprentice Service [NAS] (2012) in its research in UK sustained this idea that 75% of employers believed apprenticeships are more important than ever to their business. Four out of five employers said apprenticeships are likely to play a bigger part in their future recruitment policy and three quarter of employers say apprenticeships have reduced their recruitment and training costs, which are high when hiring external workers.

7. Apprenticeship provide in house-training, with a learning plan designed for the organization by the organization. They will help organization to develop succession planning from within the organization, thus retaining valuable knowledge and experience.

Skills development is important for harnessing a nation's national resources and for promoting economic stability.

Government according to NAS (2012) enjoys both fiscal and social benefits from encouraging apprenticeship, because the "Dual system" apprenticeship programmes are a public-private partnership, they reduce the fiscal burden on the government. The government finances in-class instruction while the Firms pay for on-the-job training programme. By easing the transition from training to work, apprenticeship programmes also reduce the likelihood of social discontent and political unrest among the unemployed youths. Furthermore, higher employment and productivity among workers reduce the fiscal burden of welfare spending and increase tax revenue for the state.

Recent surveys have stressed the importance of apprenticeships with the centre for economic and business research and Barclay, identifying that the economy could be boosted and benefit by £4.4 billion pounds a year with apprentices entering the workforce. One survey

estimates each apprentice could contribute £214 pounds per week to the economy on entering the workforce (Richard, 2014).

All these views and relevance of apprenticeships can say to bring a system mechanism where vicious circle of apprenticeship system exists in this form: The Government-Apprenticeships-Apprentices-Organizations.

2.6 National Open Apprenticeship Scheme's Method of Apprenticeship Training

The nature of training given to a particular set of people is linked to the structure of the programme put in place by the sponsoring group. There are different ways of skills training in Nigeria; the NDE is the basic body responsible for the training. This according to the then Director General [DG] of the NDE, Mr. Samuel O. Adelodau in an address at the flagging off of the School on Wheel national awareness campaign in 2005 at Konbuga, Borno State, said that NDE believes that most people are unemployed because they do not have marketable skills that constitute the pre-requisite for employment. That the training is in two concerns; training in direct labouir skills to enable the youths participate in public works and community development and the vocational skills training to enable them acquire technical skills in the area of their interests.

The NDE designed strategies for skills learning and training to deferent categories. This, according to the NDE annual reports of 2011 and 2012 are: National Open Apprenticeship Scheme, School On Wheel, Skill Acquisition for Special Needs, Waste to Wealth Scheme, Trainers Capacity Up-grade, Rural Agricultural Development and Training Scheme, Renewable Energy Training Scheme and Environment Beautification Training Scheme. The Scheme that is of concern to this study is the NOAS because it targets unemployed persons that leave in the Semi-urban and Urban areas of Nigeria. NOAS is an attempt by the Federal Government of

Nigeria [FGN] to link education, training and the workplace. The aim of the training project was School leavers use cooperative technical and vocational education and training of the scheme for an income generating employment (NDE, 2009; 2012).

NOAS involving the informal sector operators requires them to use their productive facilities such as workshops. The use of the private training outlets of these crafts people is for imparting skills to unemployed youths. These youths, according to NDE (2010) are recruited and attached to these crafts people to learn and master vocations of their choices within a specified training period long enough for them to acquire the skills. In his contribution, Adekola and Ezekiel (2013) have identified that in practice, NOAS will identify competent well established master crafts people and organizations, and formally register them as trainers; this is because not all centres are qualified and willing to render the service. But Boehm (2013) argued that in his study, it was found that the NDE had not developed any criteria for the basic level of equipment in an enterprise or the master's standard of qualification to determine whether adequate training could be provided. The scheme according to NDE (2011 and 2012) accommodates almost all vocations, but Adekola and Ezekiel contended that the scheme paid special interest in computer studies, hair dressing, catering, automobile repairs, mobile and phone repairs. NDE has specifically outlined list of trades that have to be learned as shown in appendix III.

In recruiting the trainees, interested youths are often invited to register with NDE free of charge through electronic and print media advertisements. The youths are always classified into two categories: graduates and non-graduates. Youth Employment Innovation [YEI] (2010) and Adekola and Ezekiel (2013) have in deferent studies reported that the participants are required to fill a registration form in which they are expected to indicate their choice of vocation and other

personal background information. The NDE after registration formalities, would attach the participants to relevant crafts master for training in the chosen vocation for a period ranging between six months to three years (Akola, 2013). But other reports as to the range of years for the training indicated three months to two years (NDE, 2009, 2012 and 2013; National Institute for Economic and Social Research [NIESR] n.d; and YEI 2010). In Europe and America for instance, the informal training is about three to seven years (ILO, 2013). This therefore indicates that the number of years required for training in the informal sector depends on the type of trade, education and ability of the trainee to learn the trade. Initially it was three months to two years but changes in technology and other concern, have extended the period to more than two years.

In every period, as stated by the NDE reports of 2012, new apprentices are recruited to replace those who graduated from the training in the last reported period to ensure that the initial ceiling of 1000 apprentices per state are maintained (YEI, 2010), but this figure has been reviewed. NDE annual report indicated that the minimum of 750 trainees per state were expected to be undergoing training during each year. This will give us a total of 27,750 trainees per period including the Federal Capital Territory (NDE, 2012).This trend indicate that there is a drop in the target rate of recruitment of trainees from 1000 to 750 per state. As the population is rising, it is expected that the engagement rate of youths in NOAS training should be commensurate to the growth in population; this by implication will mean more youths will be unemployed as they lack the skills to be engaged in the economy.

Unemployment in part is acclaimed to account for such social problems as armed robbery, destitution, prostitution, kidnapping and other vices. According to National Bureau of Statistics (NBS), the national unemployment rate as at December, 2011 stood at 23.90%, and the World Bank of recent reported that in 2013, Nigerian unemployment rate stood at 40 million

(28.57%), thus when translated into labour, means 40 million able bodied Nigerians are unemployed (World Bank, 2013). The NDE also indicated that from the year 1986 to 2011: 918,545 NOAS beneficiaries were engaged, if compared to the Nigerian unemployment rate which shows that it hit the highest index of 28.57%, Question could be asked whether the National Open Apprenticeship Scheme has the power to change the nature of the unemployment rate.

In the nature of training, YEI (2010) in its description of the intervention says NOAS is supposed to be on 80% for practical learning and 20% for theory. In order to provide theoretical instruction, apprentices in NOAS are supposed to be taught in groups of allied trades centrally through Saturday Theory Classes (STC). The STC represents the 20% theory components in the NOAS, which could not be provided by the master crafts people. The theoretical components according to NDE manual (NDE, 20010) is provided in vocational training centres established by the various arms of the government; Federal, States and Local. The trainees are basically taught management, business and administrative skills in the theory classes, to reinforce their understanding of the trade in which they are involved and to complement the practical training received.

In its review of NOAS, NIESR (n.d) said that the theoretical knowledge aspect was a major innovation of the NDE; it is to make the trainees grasp some of the basic technical concepts and physical process underlying their trades. It was to be held in the Saturday theory classes. NIESR found that two categories of teachers at the classes exist, somewhere themselves self-employed masters and taught mainly trade theory and sometimes English. Others were trained lecturers from polytechnics and taught mainly mathematics but also English. The practical background of the first group helped those teachers to make the theoretical contents of

their lessons very visual and concrete and this could sustain the trainees' interest. YEI (2010) who reviewed the activities of NOAS for the year 2010 contended that there are often no Saturday theory classes which were attributed to lack of funds.

In the practical aspect of the training programme by NOAS, YEI (2010), NDE (2009; 20011; 2013), NIESR (n.d) and Adekola and Ezekiel (2013) have all emphasized that practical training is the major concern of NOAS that is why the NDE allocated 80% for training. This training is carried out in the trainers' workshops that were targeted by NDE. YEI has stressed that NOAS training was initially categorized into three phases; from 1992 to mid-2000 and a follow up phase up to 2002. More so, during the first two phases; 1992-1997 and 1997-2000, assistance was concentrated on two large industries; that is Niger Dock and the Nigerian Railway Corporation in order to provide exemplary facilities for NOAS' trainees in the trades of electrician, fitter/machinist and auto-mechanic. In the third phase (i.e. 2000-2002) the programme trained unemployed youths from existing master craftsmen from selected agglomerations of workshops (or mechanic villages), while the regional training services provided for the formal and informal training. In 2008 for instance, trainees from mechanic villages in some states (i.e. about 24) were provided with trainees' uniforms and also trainers' signboards were equally distributed to the states' training outlets. In the North-east geo-political zone of Nigeria, four out of six states benefited, they included: Adamawa, Bauchi, Borno and Yobe.

It was argued (NDE, 2009 and YEI, 2010) that the NOAS' project in these phases was based on the vocational education and training. During the first pilot phase, the project (NOAS) supported the reconstruction of the infrastructure in the vocational training sector. The subsequent phases were focused on; capacity development of staff in vocational training sectors,

Teacher training measures, curricula development and its adaptation to the needs of the labour market and the implementation of the formal and informal vocational trainings (Friday or Saturday Classes at the mechanic villages) in the occupational fields selected.

The project also offers entrepreneurship training to those who have completed the stipulated three years apprenticeship at the Railway training school and at the Nigerian automobile technician association. Thus this prompted the NDE management in the year 2011 to approve two categories of schemes under the NOAS. These are the Basic-National Open Apprenticeship Scheme (B-NOAS) and the Advanced-National Open Apprenticeship Scheme (A-NOAS) which are also termed the levels of training (NDE, 2013).

The NDE also provides monitoring services on the performance and behaviors of the trainees on the job. Adam (2003) opined that the training of apprentices should be supervised by a monitoring officer (later called a vocational skills development officer) who was supposed to coordinate all training activities and consult both trainers (masters) and the trainees. According to the NDE annual report, the trainees and trainers are often checked by the monitoring team to verify their authentic and actual number. For instance, in the year 2010, in order to achieve the desired training quality in various NOAS' training outlets across the states, accreditation and assessment of NOAS' training centres and trainers' facilities was carried out (NDE, 2011).

In line with this, Adekola and Ezekiel (2013) reported that the monitoring and evaluation unit of the NDE usually provides the monitory services, and regular reports on individual trainee are always submitted to the NDE by the master crafts persons, where it becomes necessary, a trainee who misbehaves may be punished by the organization [NDE]. Consequential to this monitoring, Boehm (2013) argued that the NOAS' system relied on the activities of the monitoring officers, but that dispute were always directed towards the NDE office and officers

were hardly ever available , a situation that culminated in indifference and a lack of concern and so, there was a general lack of supervision which brought about no control to determine whether the relationship between the recruitment of trainees and the facilities offered was in the right proportion. And this opens the gate wide to corruption and gave a lot of cause for complaint.

To ensure regular attendance and welfare, the trainees are entitled to monthly stipends, which according to NDE annual reports is to subsidize trainees' cost of feeding and transportation to their respective training outlets. And training allowances are being given to the trainers on quarterly basis. This, YEI (2010) said that the allowance is paid to the masters for their services, and they are paid to the masters depending on the number of trainees under their tutorship. Adam (2003) confirmed that initially, the training allowances given to trainers before 1991 was ₦150 to each trainer per trainee and ₦50 to each trainee per month. This amount was revised in 1991, the training fees to trainers was raised to ₦300 while the allowance for the trainees was cancelled.

Inline with this, Evawoma and Mgbo (2009) argued that the NDE in order to encourage participants to participates and stay on to complete their training with NOAS, the sum of ₦500 is paid to each trainee towards the trainees' maintenance while in the training per month. The master crafts persons each get ₦1,000 per apprentice in their workshops for a year. They argued further that the minimum wage then was ₦7,500 with the stipend of ₦500 which translates to about 15 percent of the national minimum wage and that one Euro exchanges for ₦172 (Nigerian currency), the stipend translate to about three Euros and six Euros for the apprentice and crafts persons respectively.The amount of allowances paid as contained in the NDE annual report (NDE, 2012) indicated that the management in 2011 reviewed the trainers' allowance from ₦166.66 per trainee per month to ₦1,000

In their evaluation of NOAS, Klaus and Salzano (2004) argued that apprentices get a very little allowance equivalent to about £3 a month and are paid in arrears of three to six months which shows that youths for whom NOAS was made are not adequately motivated to stay. Thus, dropout rate is high (about 42%). Boehm (2013) confirmed this that the money offered to trainers was no real incentive, as the sum was smaller than that received from the normal apprentices.

The NDE has initiated the certification of NOAS' graduates in 2010. NDE (2012 and 2013) has indicated that the certification process for NOAS' graduate's trainees is still on. It is aimed at enhancing the quality and employability of the NOAS graduate trainees nationwide, and that all NDE skills acquisition centres intended to be a Vocational Education Institutes (VEIs). This will enable the skills centres conduct modular examinations and inturn issue relevant certificates to the trainees upon graduation. One major issue of NOAS training that is important to note is the training of master trainers which is meant to expose the trainers to different learning media and effective use of instructional aides and materials for skills development.

2.7 Strategies for Youths' Empowerment

The youthful age is the most interested, vibrant, vigorous, versatile and active period in one's life. It is the age of strength, in which knowledge is acquired and experience is gained. Okonkwo (2014) stated that youthfulness is referred to as "spring of life", because at this phase of life, everything is working at optimum level. It is at this stage of life that one is capable of doing so many things, either good or bad that would either build or destroys one.

According to Enyioko (2012), unfortunately, some youths have chosen to abuse their youthfulness by channeling it to wrong direction. The youths in Nigeria are involved in violent conflicts, and youth restiveness and violence in our land has assumed a dangerous dimension.

Many studies on youths' restiveness and violence in Nigeria have been attributed mainly to unemployment that is because the unemployed youths are idle and frustrated in the hands of violence perpetrators.

It was reported by Boussa (2015) that the major challenges of youthfulness include:

Restricted access to functional and quality education: In spite enormous progress made in educational outcomes, there are still many young people who lack basic skills needed to support their post-school life. Early dropout, grade repetition and poor educational quality, this according to Enyioko (2012), means that many enter adolescence poorly prepared and ill equipped for work and life.

Grossly limited access to employment: Briefly put, transition from school to work remains a major issue, such that, many young people end up either unemployed or underemployed in the informal sector with little or no protection and prospects. Boussa (2015) said that currently, the expansion of employment opportunities is far below the growth in the population, partly because of lack of commensurate investment.

Lack of access to business support funds and migration: Aggravated by lack of economic opportunities like soft loans or grants to start business, most ill prepared youths migrate to urban areas or other countries at great risk, even untimely death to seek often elusive greener pastures. World Assembly of Youth [WAY] (2015) said that dashed hopes mostly propel most vulnerable youths to crime, prostitution, drugs, robberies, cult related activities, militancy and so on.

Roya (2015) in his part opined that among other things, electoral violence, involvement in drug addiction and trafficking, human trafficking, substance abuse, cultism, stealing, armed robbery, kidnapping , assassination, political thuggery, rape, prostitution, exams malpractice and

other several vices that do not add value to them or the society. One of the biggest problems facing today's youth is the fact that they are bored beyond relief by the education they received in underfunded schools. The reality is that most of these youths you see rioting in the street will not be attending schools any time soon. Instead of throwing up our hands, perhaps provide them with skills and power to control resources.

Institutional strategies to empower poor people will necessarily vary. Strategies also evolve and change over time in any given context. There are thousands of examples of empowerment strategies that have been initiated by poor people themselves and by governments, civil society and private sector. Thus, successful efforts to empower the poor people according to ILO Youth Empowerment Network, is that member states should emphasize on the "four Es" in drawing up action plans for economic intervention. The four Es include: "Employability", "Equal opportunity for young men and young women", "Entrepreneurship" and "Employment creation" (Friedman, 2008).

In his study, Assaad (2001) identified two clusters of approaches for youth empowerment strategy-the "Ripple" approach and the "Comprehensive" approach.

The Ripple approach. This Assaad said are the economic empowerment and women political empowerment. Since this study has adopted the economic perspective of empowerment, it will so concentrates on economic approach which is considered the best base for empowerment and alleviation of poverty. In line with this, Wallerstein (2006) concurred that youth economic empowerment involved youth link and youth support programmes. Moreso, the economic empowerment strategies include: financial interventions, enterprise development, marketing strategies, bargaining for better wages and working conditions. According to Carr, Chen and Jhabvala (2006) that as economy change and material gain, it increases bargaining

power and structural change which enables people to secure economic gains on an on-going and sustained basis.

The comprehensive approach. This approach as argued by Assaad (2001) and Mayoux (2008) is based on feminist empowerment paradigm which is designed as the matrix of four forms of power: "power from within", "power to", "power over" and "power with".

The first "power from within" refers to the increased will for change and aspiring to challenge patriarchal cultures through self-confidence, and enhancement of decision making abilities including controlling one's own fertility.

The second "power to" refers to financial possibilities of an individual, like the increased access to income by those marginalized, their access to markets and child-care and enhanced mobility of women and those marginalized in the economy.

The third "power over" entails the minimization of obstacles faced at the household and community level as well as access to different forms of control, and

The fourth "power with" refers to increased solidarity with other people for change at different levels; this includes the creation of networks for support in times of crisis, contribution to actions and movement where youths are defended and protected.

In his view, Wallerstein (2006) has argued and brought out pathways for empowerment programme strategies, which he said include: personal skills (planning, actions and access to information); supportive environments (supportive groups, dialogical approach, based indigenous knowledge); community participation (decision making, use of lay leaders, leadership or advocacy organization capacity); and healthy public policy (collective actions, effective organization structure, transfer power and promote transparency).

In contending the empowerment intervention strategies, Ledford, Lucas, Dairaghi and Ravelli (2013) argued that there is need for concrete and clear ways of empowering youths by stakeholders, thus they opined three pronged approaches, and they are:

Skill Development: The process of strengthening skills and knowledge to improve effective decision-making, positive peer interactions, and strategic community advocacy.

Critical awareness: The process of identifying the information and resources necessary for analyzing issues that affect lives and environments, as well as strategizing on ways to act as change agents in communities.

Opportunities: The process of creating platforms for decision-making, participation and taking action which can result in community change.

In their views, Pewer *et al* (2013) contended and refused to agree with the way economic empowerment strategies are being designed because they often not reflect situations found around regarding poor people. Thus, they said that there are three main strategies actively being used by organizations working to promote youth's economic advancement and their ability to make and act on financial decisions. These strategies are: "employment strategies", "financial services strategies" and "life-skills and social support strategies". That these areas often overlap in programme design and understanding their relationship is crucial for programme success. These approaches may work best together to create a comprehensive and integrated approach towards economic empowerment.

Employment strategies: According to Pewel *et al* (2013) and Taylor and Pereznieto (2014) that a key area of economic empowerment focuses on workforce development and increasing employment opportunities for young people. Employment strategies are important because having a solid livelihood is a priority for both youths and their families. Taylor and

Pereznieto said that youths primarily enter the workforce to alleviate poverty. However, studies have shown that youths also value the increased mobility, opportunities for friendship and social factors that may come with employment (Population Council, 2011). Employment is an important economic empowerment issue because safe and appropriate work can strengthen youths' economic and social capacities, help them gain autonomy and improve their future prospects for participation in labour market (Meyers and Sebstad, 2011).

In this line, Pewel *et al* (2013) concretized the employment strategies that they contain two ways to promoting employment of young people:

1. Vocational training programme. That this is a common way used to strengthen the skill-base of the workforce. In support of this, Taylor and Pereznieto (2014) stressed that skills development consist of courses that participants had to attend for a period of time, that youths would receive vocational training like sewing skills, carpentry skills, weaving and so on. However, the type of vocational programme aimed to give youths specific skills to make money and lift them out of poverty will vary across contexts; and the efficacy of the programme will depend on the appropriateness of the skills taught.

More so, Pewel *et al* (2013) further emphasized these factors as key considerations for vocational training: type and quality of training-that vocational training can cover technical, entrepreneurship and business skills. That some training are demand oriented and are meant to build skills tailored to prospective employers' demand, while other training build a wide set of soft skills, such as conflict resolution, teamwork building and communication, and that the training can occur in the classroom or on the job. The other key factor is commitment of employers. This has to do with how the programme establishes formal commitments or letters of intent from prospective employers to hire programme participants. Research suggests that job

placement rates are higher for programmes that are able to secure commitments from participating firms and other corporate partners to hire a programme participant (Katz, 2013). These programmes which include: the chile Joven, Mexico's probecat models and the World Bank adolescent girls' initiative provided vocational training and job placements for participants.

In contrast, results from the New Work Opportunities for Women Initiative in Jordan are less positive. This initiative offered vouchers as an incentive to firms to hire young female graduates who had been trained in business and professional skills, that although 300 women were hired initially, this success was not sustained and employment rates for participants dropped just four months after the voucher programme ended (Groh, Krishnan, McKenzie and Vishwanath, 2013).

2. School to work transition. This is to initiate programmes that will help youths' transition from school to the formal labour market. The key consideration according to Pewel *et al* (2013) is: providing information about employment options. That some initiatives have found it valuable to provide young people and their families with information about employment opportunities. For instance, the Community-Base Health Planning and Services Initiative in Ghana guide young girls on visits to local businesses to learn about income-generating opportunities available in their communities. Other studies with youth in the Dominican Republic, India and Kenya have shown that providing information alone can play a powerful role in readying youths for the labour market (Katz, 2013). And the second factor being addressing social and health barriers.

Financial services strategies: Several economic empowerment initiatives aim to increase access and use of financial services among youths. Pewel *et al* (2013) said that the

financial strategies include: microcredit, youth savings initiatives and financial literacy education.

1. Microcredit. These programmes grant poor people access to small loans which are often used to support entrepreneurial activities, such as creating small businesses or other income generating activities. Microcredit is a component of the larger field of microfinance and has been widely used to promote financial inclusion of poor communities globally. Taylor and Pereznieto (2014) in their study revealed that microfinance for women increases access to credit for businesses but has no effect on social outcomes. That access to credit enables businesses to grow leading to higher levels of assets and profits (in some cases). However, the majority of studies looking at microcredit as a single incentive found that it has no effect on female bargaining power in the household. In Nigeria for instance, contending reports were presented. Asomugha and Oluwu (2005) had argued that the NDE through its resettlement loan scheme had resettled 3,134 graduates with cash to upgrade their training facilities at their workshops, besides providing the NOAS' trainees with tools and equipments in the area of carpentry, refrigerator maintenance, auto-mechanics, painting and so on. Adoga (2005) in support of this stated that the Nigerian Agricultural Cooperative and Rural Development Bank ltd [NACRDB] was the only micro finance institution established to advance loan to the beneficiaries under the NDE-NACRDB collaborative arrangement.

The resultant effect of microcredit is the establishment of micro-business for employment generation; but reports from the NDE annual reports (NDE, 2009,2010,2011,2012 and 2013) have shown a devastating effect in Nigeria. For instance in the year 2008; 3,2613 youths were trained under NOAS but only 315 were resettled; in year 2009; 30,933 youths were trained and

only 2,392 were resettled; while in 2010, 2011 and 2012: 51,009; 31,339 and 33,205 youths respectively were trained under the NOAS but only 1,204; 1,725 and 316 respectively were resettled out of which NDE-NACRDB was only able to support 179 participants. With this kind of situation, the researcher wonders if appropriate strategy has been designed by NDE, Nigeria for youths' empowerment especially using the NOAS' programme.

Key learning from BRAC's ELA programme, pro miser's experience as revealed in Pewel *et al* (2013) that providing youth with microcredit requires a longer initial start-up investment compared to working with adults. A study of SHAZ launched by the Pangaea Global AIDS Foundation in 2004, revealed potential weakness of a microcredit approach for adolescents. During the pilot study, only six percent of participants were able to pay back their microcredit loan in full after six months (Dunbar, 2010). Consequentially, Pewel *et al* (2013) also suggested that poor participation was likely due to a problematic loan process and structure which violated many of known best practices for microcredit, such as having selection criteria for applicants, leveraging social pressure to repay and requiring payment in weekly installments.

2. Youth Savings Initiatives. Youth savings initiatives are saving products, programmes and policies that allow youths to access financial institutions. Opportunities to save and to access those savings are relevant (USAID, 2008). Youth savings initiative according to Youthsavings Consortium (2010) and Kilara (2012) can promote asset-building among adolescents, instill good financial habits for the future. Key consideration for providing youth savings initiatives to youths according to Pewel *et al* (2013) are age of participants, barriers to formal savings account, accessibility, simplicity and privacy. A study carried out by Tower and McGuiness (2011) on "the women's World Banking Savings Innovation and Expansion for adolescent Girls and young Women project" in Mongolia,

was to determine the impact of the programme's savings and financial education strategies for girls. It revealed that girls who received any intervention were more aware of available financial services and had a higher degree of financial autonomy. More so, girls who received financial literacy education demonstrated slightly more improved knowledge and attitudes outcomes.

3. Financial literacy. This refers to programmes run mostly by civic society organizations that promote knowledge and skills in budgeting, financial planning and how to access and use financial services.

Life-skills and social support strategies: This deals with the social norms that shape the lives of the youths. Life skills like negotiating and bargaining power are components that have proved very important and can be replicated in many Countries with appropriate adjustment to reflect contextual realities (Pewel *et al*, 2013 and Taylor and Pereznieto, 2014). In this line, Pewel *et al* outlined this type of strategy to include:

1. Creating social networks. Helping adolescent or youths to build their social networks is often critical first step to increasing participation of youths in financial service programme and the workforce. That providing a safe space to socialize and a programme infrastructure that helps build relationships can be empowering strategies especially for adolescent girls who are otherwise isolated and marginalized. Interventions vary by Country and project but all of them provide adolescent a safe space to develop skills, build relationships, receive peer support, increase their social network and develop a mentoring relationship with a trusted adult. For instance, BRAC's youth work began by creating literacy centres for girls who had dropped out of school; it found these centres safe spaces to be an important part of promoting girls' economic empowerment. Some

youths savings initiatives have also developed programmes that create savings Clubs for Youths, including Women's World Bank's project in Mongolia (Bixby, 2013).

Going through these strategies, is worthy of note that any economic empowerment strategy designed by a Country should focus on the strategies propounded by Pewel *et at* (2013) which emphasized on the mixture of the: employment strategy, financial services strategy and life-skill and social support strategy. Thus this study works on the assumption that NOAS is an economic empowerment strategy in Nigeria to empower the youths who pass through NOAS' training.

2.8 Review of Empirical Studies

Programmes of empowering the youths by various governments and economies have drawn the attention of many scholars. Scholars have carried out studies on various programmes relating to youths empowerment, thus this study reviewed seven which include that of: Winkelman (2002), Johnson and Ferej (2007), Tope (2011), Enyioko (2012), Hashim (2013), Omofonmwan and Chukwuedo (2013) and Clare (2014).

Winkelman (2002) conducted a study on Employment Prospects and Skill Acquisition of Apprenticeship trained Workers in Germany for the period 1984-1990. The reason for the study was to compare the experience of apprenticeship graduates to that of graduates from University and Secondary Schools entrance into the German labour market. Three research questions and hypotheses were set and tested. Survey research design was used over the population whole German socio economic panel who quantitatively were 18,000 from which a sample size of 787 (526 apprentices, 100 University graduates and 161 School graduates) were selected using a cross sectional sampling approach, as individuals entered the labour market. Reports and observation of participants (once a year for a period of nine years) were used to collect data.

Mean and Regression analysis were used to analyzed and test the null hypothesis at a significant level of 0.05.

The study found that apprentices experienced less unemployment spells in the transition to their first full time employment than did non-apprentices. More so, apprenticeship training developed general, portable skills rather than firm-specific skills, therefore concluded that compared to University or full time School graduates, apprentices transition into employment move directly and faster. The study reviewed is quite relevant and related to the current study, though the study was carried out within 1984-1990 which the result might not be applicable now due to changes in economic situations. Moreover, the current study learned from the reviewed study in the methodology applied.

The study reviewed focused on the transition of apprentices to employment compared to University and School graduates this slightly differ with the current study as the current study focused on transition of the apprentices to employment and also not a comparism. The reviewed also studied the entire population of Germany while the current study focused in Nigeria and the North east in particular.

Johnson and Ferej (2007) conducted a study on apprenticeship training as preparation for self-employment in Nairobi, Kenya. The purpose for the study was to explore how entrepreneurial knowledge and skills are acquired by apprentices and how they differ across formal and informal apprenticeship training systems. Two research questions were formulated and tested. The study was focused on motor vehicle repairs and metal manufacturing sector with a population of 2, 000,000. The sample size was 71 selected using convenience and stratify sampling techniques. Interview was used for collecting data. The data were analyzed using

frequencies and percentages, and one-way ANOVA was used to test for significant difference in competency levels among the groups at an alpha level of 0.05.

The study found that the informal sector apprentices had a clear advantage over the formal sector apprentices in the acquisition of marketable skills, while the formal sectors were more advantageous in administrative and knowledge of law relevant to self-employment. It also found that the methods used by apprentices to acquire entrepreneurial knowledge and skills included: specific, on-the-job instruction, observation of skilled workers working and negotiating with customers and operation of small businesses prior to starting the apprenticeship training.

The study reviewed is relevant to the current study, as the findings helps the current study have a clear direction of collecting data in the area of methods of apprentices training and how they learn skills. But the study reviewed differ with the current study in that the reviewed compared the formal and the informal sectors while the current study concentrated on the transition in the informal sector. More so, the reviewed study sample was too small to be used to generalize the result on the whole population of 2,000,000 people, and research question alone may not give a true test of result as the variables will not be well compared, had the study used hypotheses the result would have been more dependable. Therefore, the reviewed study location was in Kenya while the current study is in Nigeria.

Tope (2011) conducted a study on the challenges facing the implementation of youth empowerment programmes and development strategy (NEEDS) in Northern Nigeria. The main purpose was to examine the challenges affecting the implementation of youth empowerment programmes, there were three specific objectives and four research questions for the study. The study sampled four local government areas in Taraba State. Questionnaire was used for collecting data which were tested by percentages. The reviewed study therefore found that poor

monitoring and supervision of youth programmes, lack of funding, inadequate infrastructural facilities were responsible for the poor implementation of youth empowerment programmes. The study therefore concluded that youth empowerment programmes were not well implemented in Northern Nigeria.

The reviewed study could not specify the population and sample sizes that were studied. The sample area used was too small for a fair representation of the whole Northern Nigeria (19 states). Percentages that were used in the reviewed study would not give a significant result for a study of this magnitude because some responses have to be tested by the use of inferential statistics, and there was no mention of the design used. However, the findings of the reviewed study helped the current study in bringing out some of the challenges in the implementation of youths' empowerment programmes, that enabled the current study in the type of data collected.

Another study that was reviewed is that of Enyioko (2012). He conducted his study on youth empowerment and sustainable development in Nigeria a case study of Rivers state. The purpose of the study was to examine youth empowerment and sustainable development in Nigeria. One research question was formulated and survey design was used for the study carried on the population that comprised all the beneficiaries of youth empowerment schemes and the simple sampling method was used for the sample. Both descriptive and inferential statistics were used to analyze the data.

The study found that youth empowerment strategies had made significant contributions towards improving the standard of living of the respondents. Also that lack of access to loans to start business, inadequate training centres and equipments, high interest rates on loan were the limitations of the youth empowerment strategies.

The reviewed study is relevant to the current study as it gives direction to the data to collect on the result of empowerment which is improving the living standard of the youth. More so the design used is similar to the current study as well the type of statistics (descriptive and inferential) used for testing the data. The findings served as support to the current study. However, the reviewed study was a case study and carried out in Rivers state but the current study is not case study and is carried out in the North east. The study reviewed had only one research question and no hypothesis which is not enough to yield significant results. The used of questionnaire alone might not have given the true state of the situation.

Hashim (2013) carried out a study examining the connection between National Open Apprenticeship Scheme and youth economic empowerment in Kaduna state, Nigeria. The study was carried out over a five year period (2006-2010) with the main purpose of investigating whether NOAS results in youths' economic empowerment in Kaduna state. One research question and one hypothesis were formulated and tested. The study used questionnaire and interview to collect data from respondents in which the population size was 4,789 and out of which 100 were sampled randomly. The data were analyzed using descriptive and inferential statistics. The hypothesis was tested by tetrachoric correlation coefficient at 5% level of significance. The reviewed study found that there was a significant connection between NOAS and youths' economic empowerment in Kaduna state. It therefore concluded that NOAS' training was relevant and related to youths' economic empowerment.

The study reviewed is significantly relevant to the current study. The title contains two major variables related directly to the current study (i.e. NOAS and youths empowerment). The current study utilized the methodology of the reviewed study in terms of data collection methods and test of the null hypotheses. However, the study reviewed was located in Kaduna state while

the current study in the North east which are geo-politically different. The period which the reviewed study was carried out (2006-2010) differ with the current study which is in 2015 (2011-2015). Thus, economic and political changes might have affected the reviewed study.

Omofonmwan and Chukwuedo (2013) conducted a study on the availability and adequacy of resources for skill acquisition in digital electronics repairs in the National Open Apprenticeship Scheme in Edo state. There were four specific objectives and four research questions for the study. A descriptive survey was employed, and a population of 312 where a sample size of 220 (comprising; 147 trainees, 59 trainers and 14 supervisors) was selected using proportional and convenience sampling methods. The data were analyzed using mean and standard deviation.

The study found that there were available human resources in skill acquisition for the repairs of electronic, and that fewer tools and equipments were shared among the many trainees to perform a job or task in their related job areas. The FGN does not adequately provide tools and equipment to run the NDE scheme for effective skills acquisition. The study therefore concluded that the objective of NOAS was not effectively attained due to hallmark of tools and equipments.

The reviewed study had focused on one important aspects of the current study particularly the relationship of training facilities with skills acquisition. The survey design which was used is similar to the design of the current study. The study reviewed also provided supporting facts to the current study. However, the reviewed study was conducted in Edo state which is different with the area of the current study. The reviewed study also focused on availability and adequacy of resources in NOAS but the current study has more content areas studied which are more encompassing.

Clare (2014) conducted a study on the implementation of the National Open Apprenticeship Scheme: its implication for Guidance and Counseling. It was carried out in Enugu state with the aim of identifying some of the factors militating against the effective implementation of NOAS and the implication on Guidance and Counseling. Seven research questions and two hypotheses guided the study. The study was a survey design and had a sample size of 783 selected using stratified sampling methods. The data were collected using questionnaire and percentages were used to analyze the data. Null hypotheses were tested by Pearson Product Moment Correlation and chi-square. The study found that Guidance and Counseling has not been incorporated into NOAS, and that NOAS' objectives have been achieved to a reasonable extent, and that human resources were inadequate for the apprenticeship training.

The study reviewed is relevant to the current study as the study pointed out the level of achievement of NOAS' objectives which gave the current study ground for comparism. The survey design will be employed as the reviewed study. It also guided the current study in the choice of simple regression as a tool for testing hypotheses. But the reviewed study differs with the current study in population and location.

Above all, from the literature reviewed so far, it is clear that no systematic inquiry has been conducted in the North-east Geo-political Zone, Nigeria to determine the influence of National Open Apprenticeship Scheme on youths' economic empowerment. The reviewed studies have not indicated any fact on whether the objectives to which NOAS was designed as gazette by the FGN is achieved. These identified gabs are the focus of the current study.

2.9 Summary of Literature Reviewed

From the literature reviewed in this study, it could be said that most of the reviewed studies have provided evidence that NOAS was established to tackle the problem of unemployment in Nigeria among youths through skills acquisition training. It was found that skills that are acquired through constant practice always result to self-efficacy. In terms of the process to which skills are acquired occur in different stages, it can either be at the understanding stage, or the practice stage or the automatic stage. That the understanding and practice stages are possible stages trainees can reach but can hardly reach the automatic stage because they cannot stay up to that level.

The skills that are learned on-the-job are characterized in the informal sector. Most of the studies reviewed established that apprenticeship is learned by attaching trainees to master crafts people who are experts in their related fields, though the apprenticeship system vary among Countries. The common types are the formal and informal apprenticeship. It was also shown apprenticeship is relevant to the trainees (apprentices), the organizations (trainers) and the government in generating employment, income and advance the economy.

The method which NOAS uses in apprenticeship training was established by the reviewed literature, it was found that the engagement of beneficiaries in the programme is done through screening, recruitment and posting of trainees as well as the payment of allowances to trainers and regulation of the apprenticeship system. It was also found that NDE maintained a ceiling of 750 apprentices per state every period to replace those who graduated.

In terms of youths who were trained in skills through apprenticeship, there were varying views as to the age limit of the youths to empower. Some made it 18-25, some 18-30 while in Nigeria is 18-35. It was also shown in the reviewed literature that different strategies are always

employed to empower the youths, for which the use of these strategies together is more effective. The strategies are; the employment strategies, financial service strategies and the life-skill and support strategies.

The seven empirical studies so far reviewed have shown that the National Open Apprenticeship Scheme has a direct relationship with empowerment. All the researches have indicated the relevance of NOAS in some individual states; like Enyioko conducted in Rivers state, Hashim in Kaduna state, though Tope conducted in the whole Northern region as the current study, but concentrated on Challenges of NOAS programme. The current study was conducted in the North-east region. More so, the studies so far reviewed have not shown whether NOAS objectives as gazette were achieved. Winkelman worked on skills and employment prospect of the trainees but have not shown if really the youths have been employed, while Omofonmwan and Chukwuedo worked on challenges faced by NOAS in training the youths. Though they contributed to the knowledge on NOAS, none of them have find out whether NOAS has influenced the trainees in skills acquisition, job opportunities, appropriateness of facilities and business set up which are essentially needed to make NOAS achieve its goals. Thus, these formed the bases in which this study was conducted.

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter covers the design and methodology that was applied in conducting this research. The chapter is arranged in the following order:

3.1 Research Design

3.2 Population of the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3,4.1 Validation of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

This study adopted descriptive survey design; this is one in which data are collected by asking questions of respondents without changing the environment and is not truly experimental. This is suitable because it seeks the opinion of representative of the entire population with specific emphasis on NOAS programme of the NDE in the North-east Geo-political zone of Nigeria. This is in line with Cozby (1993) and Emmanuel (2013) that a survey use self-reporting measurement to collect data from a large population and that it is an important way to study relationships among variables.

3.2 Population of the Study

The population of the study is 6,453, made up of all the graduates of National Open Apprenticeship Scheme in the North-east Geo-political Zone of Nigeria as shown in table 3.1

Table 3.1 Population of the Study

S/N	State	Graduates
1.	Adamawa	950
2.	Bauchi	1,236
3.	Borno	921
4.	Gombe	1,228
5.	Taraba	1,318
6.	Yobe	800
Total		**6,453**

Source: NDE zonal record office; 2014

Table 3.1 showed that the number of graduates of NOAS in each of the states in North-east is: Adamawa has 950, Bauchi is 1,236 and Borno, Gombe, Taraba and Yobe states have 921, 1,228, 1,318 and 800 respectively; making a total of 6,453 graduates.

3.3 Sample Size and Sampling Procedure

The sample size for this study is 377 as shown in table 3.2

Table 3.2 Sample Size of the Study

S/N	Cluster	Graduates
1.	Adamawa	181
2.	Taraba	196
Total		**377**

The sample size was determined by adopting Taro Yamane's formula (as cited in Emmanuel, 2013), this is shown in appendix IV.

Cluster sampling method was adopted in selecting the sample. According to Ogbuoshi (2009), Ibrahim (2013) and Emmanuel (2013), the cluster sampling technique is used when the population is large and wide spread. It is based on groups of similar characteristics, and the procedure in carrying out this method is that a random sampling method is usually used to select the sample from the identified clusters. In this case, the steps in cluster sampling technique as outlined by Ogbuoshi (2009) were used.

Firstly, the researcher grouped the six states into two clusters based on their training centres. Those states that have NOAS' training centres built and owned by the government are referred to as Cluster 'A' and those states that do not have NOAS' training centers but operate in mechanic villages owned by the trainers are referred to as cluster 'B'. Cluster 'A' comprised:

Adamawa state, Borno state and Gombe state. While Cluster 'B' comprised: Bauchi state, Taraba state and Yobe state.

The researcher in the second step purposively selected Adamawa state from cluster "A" (representing all the States in the North-east-Geo-political Zone that have NOAS' training centers) and Taraba State from cluster "B" (representing all the States in the North-east Geo-political Zone that train in Mechanic Villages). In the next step, the researcher determined the sample size of each of the States (clusters) Selected. This was done by proportional sampling base on the participants' population in each State selected (cluster); calculated by dividing the sum of participants in each cluster (all the three states in each cluster) by the total population of all the clusters (all the six states) and multiplying the result by the sample size, the result is shown as:

Cluster 'A' (Adamawa): $\frac{3099}{6453} \times 377 = 181$ respondents

Cluster 'B' (Taraba): $\frac{3354}{6453} \times 377 = 196$ respondents

This indicates that the sample size per cluster was: Adamawa 181 and Taraba 196 (making up a total of 377 respondents). From these proportions, the researcher selected respondents (base on the list of participants collected from NDE) at random from a list of random number from each of the clusters.

3.4 Instrument for Data Collection

The instruments that were used to collect data from respondents are the questionnaire and fixed response interview. A research questionnaire named "NOAS Youth Economic Empowerment Intervention Questionnaire" was developed by the researcher. The questionnaire has three sections. Section 'A' deals with demographic data of the respondents. There are three

questionnaire items in this section. Section 'B' deals with respondents' rating of the quality of training got through the National Open Apprenticeship Scheme.

This section (B) has rating shown as:

76-100% with 4 points scale

51-75% with 3 points scale

26-50% with 2 points scale and

0-25% with 1 point scale

Section 'C' deals with research questions: 1, 2, 3 and 4, and contained 32 questionnaire items. The questionnaire items were drawn from research question as shown here:

Section 'C'

Research question 1: questionnaire items 1-8

Research question 2: questionnaire items 9-16

Research question 3: questionnaire items 17-24

Research question 4: questionnaire items 25-32

The questionnaire was close ended and was designed to measure the degree to which NOAS influence youths' employment generation. The questionnaire used four points scale with response options as:

Strongly Agree	(SA)
Agree	(A)
Disagree	(D)

Strongly Disagree (SD)

The response options were scaled; where SA has 4, A has 3, D has 2 and SD has 1 point scales.

The second instrument was the fixed response interview; conducted on all respondents who could not read nor write or even have the time to fill in the questionnaire. The questionnaire was used as a guide during the interview.

3.4.1 Validation of the Instrument

The researcher submitted draft copies of the instrument (questionnaire) to three experts; two from measurement and evaluation section and one from business education section all in faculty of education, Ahmadu Bello University, Zaria of not below the rank of senior lecturer. These experts scrutinized and proofread the instrument and ensured that it was in line with the research questions. The researcher then re-submitted the corrected copy to his supervisors who vetted it, thus, thereafter effected the corrections before administering to respondents.

3.4.2 Pilot Study

To be able to ascertain the reliability of the instrument, a pilot study was conducted in Jos, Plateau State. It was conducted on 20 participants to determine their adequacies, suitability and effectiveness. Thus, Kerlinger and Howard (2000) said that it is meant to confirm the feasibility of the entire package in a given area to ensure what it is supposed to measure. To do that, the Researcher with the help of an assistant distributed the questionnaire to the respondents in their working places. It was collected after five days by the assistant who in turn submitted to the researcher for analysis. All the 20 copies of the questionnaire were filled and returned.

3.4.3 Reliability of the Instrument

The reliability of the instrument (questionnaire) was determined by the statistical analysis of the data collected from the pilot study. The Cronbach's alpha coefficience was used, which is

an estimation based on the correlation among the variables comprising the set. The alpha was calculated at 0.81 reliability estimate. This reliability coefficient was positive and very high, thus the instrument (questionnaire). This is in line with Olakunori (1980) and Nworgu (2007) who posited that the average value of the reliability coefficient of an instrument should be around 0.80 and above.

3.5 Procedure for Data Collection

The researcher collected a letter of introduction from the Head of Department of Vocational and Technical Education and photocopy same letter. The letter as shown in appendix 1 was presented to the NDE Directors of the states selected, and the researcher in turn required the Directors to join him with the Heads of NOAS section who then also were given the letter of introduction. The researcher together with the Heads identified Staff that assisted in administering the questionnaire.

The researcher engaged three research assistants from NDE offices in the two clusters (states) to administer the questionnaire. Two of the assistants were assigned to administer questionnaire in Adamawa state, while the researcher and the other assistant were at Taraba State. The assistants were instructed on how to administer the questionnaire to the respondents in their assigned clusters. Throughout the period of the administration, transport fare was given to all assistants. The questionnaires were distributed to the respondents in their places of work. The respondents were taught how to fill in the items using simple english and interpreted in hausa as most of the respondents are school drop outs and speak hausa fluently. The administrators of the questionnaires were there explaining to the respondents at every point as they fill in the questionnaire items.

Fourteen days were used for this exercise. The time was fixed by the administrators and respondents together. At the end of each day, the administrators collected the questionnaires which beard code numbers (like 01, 02 and so on) for each participant so that there were no mixed up and also in order to avoid damage and lost. Not only that but also to allow the participants time to continue their work without much obstruction and avoid negative response due to stress and aggression that might come as a result of time wasted. After the fourteen days, the researcher went round and collected the questionnaires from the assistant administrators.

The second instrument (fixed response interview) was conducted by the researcher himself. A request for interview was discussed face to face with the respondents and dates were fixed for the interview and during the interview, the researcher asked questions based on the guide and records the responses immediately with pencil on the questionnaire. The interview was directed to the respondents that could not read nor write but could answer questions verbally.

3.6 Procedure for Data Analysis

Sections 'A' of the questionnaire, percentage were used to analyze the demographic information of the respondents. For section ' B' the weighted scores were merged to determine the overall mean and for section 'C', all the weighted means of Strongly Agree, Agree, Disagree and Strongly Disagree were merged together and their overall mean score determined. The data were analyzed by using descriptive statistics (mean and standard deviation). The mean was used to answer the research questions (sections B and C) such that a mean cut off point of 2.5 was applied. This is obtained by getting the average of the response scale as:

$$4+3+2+1/4=\frac{10}{4}=2.5$$

To make decision for section C, of the research questions, the weighted mean of all the response items for each research question was used; such that the overall mean of the questionnaire items for each research question that is 2.5 and above was considered as an influence, thus is a positive response to the question; which means that there is an influence between the variables. If the overall mean score is below 2.5, it is considered as no influence thus is a negative response to the question; which means that there is no influence between the variables.

Regression analysis was used to test the four null hypotheses because the study seeks to ascertain the influence of a quantitative outcome and a single quantitative explanatory variable which according to Juras and Pasaric (2010) is an analysis appropriate for a quantitative outcome and a single quantitative explanatory variable that estimates the extent of the influence between two variables. It was used to test hypotheses 1, 2, 3 and 4. All the null hypotheses were tested at 0.05 level of significance.

To make decision for the hypotheses, where the calculated regression (r) was greater than the table value (critical) the null hypothesis was rejected, which means there was a significant influence between the variables. More so, where the calculated regression (r) was less than the table value (critical), the null hypothesis was retained, which means there was no significant influence between the variables. The Statistical Package for Social Science (SPSS) was sustainably used for the data analysis.

CHAPTER FOUR
PRESENTATION AND ANALYSIS OF DATA

This chapter presented the data collected from the sampled respondents in the two clusters (Adamawa and Taraba states) from the North-east Geo-political zone. The data collected were presented in tabular form and used in answering the research questions and were also statistically analyzed to test all the null hypotheses. There are two sets of data related to this study. The first set of data related to the demographic distribution of the respondents, and the second set of data related to the responses to the questionnaire items. The chapter covers:

4.1 Analysis of Demographic Variables

4.2 Analysis of Respondents' Rating of Quality of Training through NOAS

4.3 Answers the Research Questions

4.4 Test of Null Hypotheses

4.5 Summary of Major Findings

4.6 Discussion of Major Findings

4.1 Analysis of Demographic Variables of Respondents

The analysis of demographic data of respondents covered mainly their ages, duration after graduation, area of specialization and rating of the quality of training as shown in Tables 4.1-4.4.

Table 4.1: Analysis of Respondents by Age

Age range	Frequency	Percentage (%)
18-23	72	19
24-29	93	20
30-35	117	31
Above 35	95	25
Total	**377**	**100**

Source Field survey, 2015

Table 4.1 showed that the respondents who were within the age range of 18-23 were 72 representing 19% of the total respondents. Those respondents within the ages of 24-29 were 93 representing 20% of the total respondents, and those within the age range of 30-35 and above 35 were 117 and 95 respectively, representing 31% and 25% respectively. This implied that the

respondents that are within the age range of 30-35 formed a greater proportion of the respondents for the study.

Table 4.2: Analysis of Respondents by Years after Graduation from NOAS' Training

Duration	Frequency	Percentage (%)
Below 1 year	183	49
1-2 years	75	20
2-3 years	48	13
3 and above	71	18
Total	**377**	**100**

Source: Field Survey, 2015

Table 4.2 showed the distribution of the respondents according to their years of experience after graduation in the NOAS' programme. The respondents who have graduated from NOAS' training not up to 1 year were 183 representing 49%. Those who graduated 1-2

years ago were 75 representing 20%, and those who graduated 2-3 years and 3 years and above years were 48 and 71 respectively, representing 13% and 18% respectively. This implied that the respondents (183) who graduated recently not up to a year formed the greater proportion (49%) of the respondents for the study.

Table 4.3: Analysis of Respondents by Area of Specialization

Specialization	Frequency	Percentage (%)
AC refilling	16	4.2
Accounting training	16	4.2
Aluminum fabrication	14	3.7
Auto-electronics	13	3.4
Auto-mechanics	23	6.1
Building	13	3.4
Catering	13	3.4
Computer repairs	14	3.7
Computer training	14	3.7
Creative Arts	12	3.2

Electronics	17	4.5
Electrical and Satellite Installation	13	3.4
Entrepreneurship	16	4.2
GSM repairs	19	5.0
Hair-dressing	14	3.7
Interior-decoration	17	4.5
Motor-cycle repairs	13	3.4
Panel-beating	16	4.2
Plumbing and piping	12	3.2
Shoe and leathering	19	5.0
Spraying and painting	14	3.7
Tailoring	19	5.0
Vulcanizing	12	3.2
Welding and metal fabrication	18	4.8
Woodwork and carpentry	15	4.0
Total	**377**	**100**

Source: Field Survey, 2015

Table 4.3 showed the distribution of the respondents according to their areas of specialization in NOAS programme. There are 25 areas the respondents were trained and specialized in. The respondents that specialized in Air Condition (AC) refilling were 16 representing 4.2%. Those who specialized in Accounting trainee were also 16 representing 4.2%. The respondents that specialized in Aluminum fabrications and Auto-electronics were 14 and 13 respectively, representing 3.7% and 3.4% respectively. More so, those respondents who specialized in Auto-mechanics, Building, Catering, computer repairs and computer training

were: 23, 13, 13, 14 and 14 respectively, representing 6.1%, 3.4%, 3.4%, 3.7% and 3.7% respectively

It was also indicated that other respondents specialized in Creative Arts; Electronics, Electrical and satellite installation, entrepreneurship and GSM repairs and were 12, 17, 13, 16 and 19 respectively, representing 3.2%, 4.5%, 3.4%, 4.2% and 5.0% respectively. Those who specialized in Hair-dressing were 14 representing 3.7%, Interior decoration were 17 representing 4.5%. For motor-cycle repairs, panel-beating, Plumbing and piping were 13, 16 and 12 respectively representing 3.4%, 4.2% and 3.2% respectively. The remaining respondents specialized in: Shoe and leathering, spraying and painting, Tailoring, Vulcanizing, Welding and metal fabrication and woodwork and carpentry, their numbers are 19, 14, 19, 12, 18 and 15 respectively representing 5.0%, 3.7%, 5.0%, 3.2%, 4.8% and 4.0% respectively.

This implied that 25 areas which the respondents were trained and specialized in were studied, with Auto-mechanics (23, 6%) constituting the larger proportion of respondents studied.

Table 4.4: Analysis of Respondents' Rating of Quality of Training through National Open Apprenticeship Scheme

Percentage (%)	Point	Frequncy	Weighted scores
0-25	1	49	49
26-50	2	75	150
51-75	3	98	294
76-100	4	155	620
Total	**10**	**377**	**1113**

Source, field survey, 2015

Overall Mean $\frac{1113}{377} = 3.0$

Table 4.4 showed how respondents rate the quality of the training they got as they passed through NOAS training. To get the weighted scores, the point of each percentage was multiplied by the frequency, and the overall mean calculated by dividing the sum weighted scores by total frequency. Thus, this showed that those who rate the training 0-25% were 49 with the weighted score of 49. Those who rate NOAS' training 26-50% were 75, with a weighted score of 150. While those who rate it 51-75% and 76-100% were 98 and 155 respectively, and showed weighted scores of 294 and 620 respectively. In the final analysis, the result showed that the overall mean is 3.0. This showed that the respondents rate the National Open Apprenticeship Scheme high.

4.3 Answers to Research Questions

The four research questions were answered as follows:

4.3.1 Research Question One: What is the influence of National Open Apprenticeship Scheme training on youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria?

In order to answer the research question one, eight questionnaire items were generated. The mean rating of the eight items are presented as table 4.5 and the details are shown in appendix V

Table 4.5: Mean Rating of National Open Apprenticeship Scheme Training and Youths' Acquisition of Employable Skills

S/N	Item	$\overline{X}$	SD	Remarks
1	Apprentices are taught in Saturday Theory Classes	2.0	1.0	NOAST influenced youths' skills acquisition
2	Work that has to do with computer related repairs are taught	2.4	1.0	
3	Training is always based on area of specialization	3.4	.79	
4	Apprentices are allowed to visit other work places	2.6	.94	
5	Enough time is given for training	3.4	.82	

6	More than two trainees are assigned to a trainer per time	1.9	.83
7	Apprentices and trainers are free to discuss training problems	2.8	1.0
8	Re-training programmes are always provided for trainers	2.5	1.0
	Over all Mean ($\overline{X}$)	**2.6**	**0.92**

Source, Field Survey, 2015

Table 4.5 sought out responses on the influence of National Open Apprenticeship Scheme on youths' skills acquisition. The table indicated a mean score of 2.0 on the statement in item 1 that apprentices were taught in Saturday Theory Classes (STC). The statement on whether computer related repairs are taught has a mean rate of 2.4. Responses on item 3 that training is based on area of specialization have a mean score of 3.4. Items 4 and 5 have mean rates of 2.6 and 3.4 respectively which sought if during training, apprentices are allowed to visit other work places and also given enough time for training. The statement on item 6 that more than two trainees were assigned to a trainer per time has a mean of 1.9 and the suggestions that apprentices and trainers are free to discuss training problems and also that re-training programmes are always provided for trainers in items 7 and 8 respectively have means of 2.8 and 2.5 respectively.

In the overall result of table 4.5; it implies that the respondents agreed that National Open Apprenticeship Scheme's training has influenced youths' acquisition of employable skills with

an overall mean score of 2.6 and standard deviation of 0.92. The answer to research question one therefore is that the influence of NOAS training on youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria is high with a mean of 2.6.

4.3.2 Research Question Two: What is the influence of National Open Apprenticeship Scheme on youths' employment opportunities in the North-east Geo-political zone of Nigeria?

In order to answer the research question two, eight questionnaire items were generated. The mean rating of the eight items are presented as table 4.6 and the details shown in appendix V

Table 4.6: Mean Rating of National Open Apprenticeship Scheme and Youths' Employment Opportunities

S/N	Item	$\overline{X}$	SD	Remarks
9	NDE provides list of available jobs in the community	2.4	1.2	NOAS influenced youths' employment opportunities
10	Apprentices are allowed to negotiate with customers	2.4	.98	

11	Customers do request apprentices to help them outside workplaces	2.5	1.1
12	Apprentices who work hard are always rewarded	3.2	.73
13	How to manage businesses are taught	2.9	.93
14	Apprentices are free to work in another section aside their sections	2.3	.94
15	Apprentices are given chances to practice their skills	3.3	.88
16	Orientation on area of specialization is given to apprentice	3.2	1.0
	Overall mean ($\overline{X}$)	**2.8**	**0.97**

Source, Field Survey, 2015

Table 4.6 showed respondents responses on influence of NOAS training on youths' employment opportunities. The questionnaire item 9 that suggested NDE provides list of available jobs in the community had a mean rate of 2.4, and the statement in item 10 that apprentices are allowed to negotiate with customers had a mean score of 2.4. Item 11 suggested that customers do request apprentices to help them outside of work places and the responses had a mean score of 2.5.

The items 12 and 13 which stated that those who worked hard are rewarded and how to manage businesses are taught always, had mean scores of 3.2 and 2.9 respectively. The statement in item 14 that apprentices are free to work in another section aside their sections had a mean score of 2.3. In the other items, 15 and 16, the statements that apprentices are given chances to practice their skills and also given orientation in their areas of specialization before the training had mean scores of 3.3 and 3.2 respectively.

In the overall, table 4.6 showed that the sum mean is 2.8 with a standard deviation of 0.97. This implies that the respondents agreed that National Open Apprenticeship Scheme has influence on youths' employment opportunities. The answer to research question two therefore is that the National Open Apprenticeship Scheme influence on youths' employment opportunities in North-east Geo-political zone of Nigeria is high with an overall mean of 2.8.

4.3.3 Research Question Three: What is the influence of National Open Apprenticeship Scheme's training facilities on youths' acquisition of employable skills in the training centres in the North-east Geo-political zone of Nigeria?

In order to answer the research question three, eight questionnaire items were generated. The mean rating of the eight items are presented as table 4.7 and the details are shown in appendix V

Table 4.7: Mean Rating of National Open Apprenticeship Scheme's training Facilities and Youths' Acquisition of Employable skills

S/N	Item	$\bar{X}$	SD	Remarks
17	Every apprentice is provided with working tools in his area of specialty	3.3	.97	NOAS training facilities influenced youths' acquisition of employable skills
18	Tools and equipments provided are similar to the ones needed in the work places	3.2	.79	
19	Medical services are provided in the training centres	1.6	.82	
20	Ttrainers use their facilities for training	3.0	1.0	
21	Each apprentice knows how to handle training tools	2.5	.95	
22	NDE always provides allowances for trainees	3.0	.87	
23	Specialist are always invited to			

	teach apprentices	2.8	1.0
24	Trainers are always paid allowances for training apprentices	2.8	1.1
	Overall Mean ($\overline{X}$)	**2.8**	**0.94**

Source, Field Survey, 2015

The information in table 4.7 is the mean responses on the items as regards research question three. The statement in item 17 that every apprentice is provided with working tools in his area of speciality had a mean score of 3.3. More so, the suggestion that tools and equipments provided are similar to the ones needed in the work places in item 18 also had a mean score of 3.2. The statement in item 19 that medical services are provided in the training centres had a mean of 1.6 and item 20 which stated that trainers used their facilities for training had a mean of 3.0

The item 21 which states that each apprentice knows how to handle training tool indicated a mean score of 2.5. For items 22, 23 and 24 that NDE provides allowances for trainees, specialist are always invited to teach apprentices and trainers are always paid allowances for training apprentices respectively had mean scores of 3.0, 2.8 and 2.8 respectively.

The overall result in table 4.7 showed that the overall mean is 2.8 and standard deviation of 0.94. This implies that the respondents agreed that NOAS training facilities has an influence on youths' acquisition of employable skills in the training centres. The answer to research question three therefore is that NOAS training facilities greatly influenced youths' acquisition of employable skills in the training centres in North-east Geo-political zone of Nigeria with a sum mean of 2.8.

4.3.4 Research Question Four: What is the influence of National Open Apprenticeship Scheme on setting up of businesses by youths in the North-east Geo-political Zone of Nigeria?

In order to answer research question four, eight questionnaire items were generated. The weighted scores and mean rating of the eight items are presented as table 4.8 and the details shown in appendix V

Table 4.8: Mean Rating of National Open Apprenticeship Scheme and Youths Setting up Businesses

S/N	Item	$\overline{X}$	SD	Remarks
25	Every graduate is given cash loan to start business	1.7	1.0	NOAS influenced youths' setting up their own small businesses
26	Graduates go for re-training workshops always	2.5	.94	
27	NDE provides employment after graduation from NOAS.	2.4	1.0	
28	NDE provides equipments for start of business after graduation from NOAS.	2.7	1.0	

29	Graduates can apply what they learned in another area of interest.	2.9	.92
30	Apprentices write final examination before graduation.	2.8	1.0
31	Certificates are awarded after graduation.	2.9	.87
32	NOAS provides land for businesses to graduates.	1.9	.98
	Overall Mean ($\overline{X}$)	**2.5**	**0.96**

Source, Field Survey, 2015

Table 4.8 sought how National Open Apprenticeship Scheme programme helped youths to set up their own businesses. Item 25 which had the statement that every graduate is given cash loan to start business has a mean score of 1.7. The statement in item 26 that graduates go for re-training workshops always has the mean 2.5. More so, item 27 which had the statement that NDE provides employment to participants after graduation has a mean score of 2.4. Responses on the statements in items 28, 29, 30 and 31 that NDE provides equipment for start of business after graduation, graduates can apply what they learned in another area of interest, apprentices write final examinations before graduation and certificates are awarded after graduation respectively had mean scores of 2.7, 2.9, 2.8 and 2.9 respectively; and statement in item 32 that NOAS provides land to graduates for business had a response mean of 1.9

In the overall, table 4.8 showed that the overall mean is 2.5 and standard deviation of 0.96. The result implies that the respondents agreed that National Open Apprenticeship Scheme has influence on youths to set up businesses of their own. The answer to research question four therefore is that the influence of National Open Apprenticeship Scheme on youths in the North-East Geo-Political one of Nigeria to set up their own small businesses is average, with mean of 2.5.

4.4 Test of Null Hypotheses

The analyses of each of the null hypotheses are presented in Tables 4.9-4.12

4.4.1 Null Hypothesis One: National Open Apprenticeship Scheme training has no significant influence on youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria.

Table 4.9 showed the analysis of data in respect to testing the null hypothesis. All the eight items hanged together in one distinct group. Details are shown in appendix VI.

Table 4.9: Regression Test on Influence of National Open Apprenticeship Scheme Training on Youths' Acquisition of Employable Skills

Variables	N	Df	$\overline{X}$	SD	r_{-cal}	r_{-crit}	Sig.

National Open Apprenticeship Scheme Training	377	375	3.0	0.87	.446	0.088	0.000
Youths' Skills Acquisition	377	375	2.6	0.92			

Source: Field Survey, 2015

Table 4.9 showed a simple regression analysis used to test if the National Open Apprenticeship Scheme's Training (NOAST) had any influence on Youths' Skills Acquisition (YSA). The result of the regression indicated that the calculated r-value of .446 is greater than the critical r-value of 0.088 and the p-value obtained was 0.000 at 0.05 level of significance. This means that the National Open Apprenticeship Scheme Training had significant influence on Youths' Skills Acquisition. Thus, the null hypothesis was rejected.

4.4.2 Hypothesis Two: National Open Apprenticeship Scheme has no significant influence on youths' employment opportunities in the North-east Geo-political zone of Nigeria.

Table 4.10 showed the analysis of data in respect of testing null hypothesis two. All the eight items hanged together in one distinct group. Details are shown in appendix VI.

Table 4.10: Regression Test on Influence of National Open Apprenticeship Scheme on Youths' Employment Opportunities

Variables	**N**	**Df**	$\overline{X}$	**SD**	r_{-cal}	r_{-crit}	**Sig.**

National Open Apprenticeship Scheme	377	375	3.0	0.87	.600	0.088	0.000
Youths' Economic Opportunity	377	375	2.8	0.97			

Source: Field Survey, 2015

Table 4.10 showed a simple regression analysis used to test if National Open Apprenticeship Scheme training (NOAS) had any influence on Youths' Employment Opportunities (YEO). The result of the regression indicated that the calculated r-value of .600 is greater than the critical r-value of 0.088 and the p-value obtained was 0.000 at 0.05 level of significance. This means that the National Open Apprenticeship Scheme had significant influence on Youths' Employment Opportunities. Thus the null hypothesis was rejected.

4.4.3 Null hypothesis three: National Open Apprenticeship Scheme's training facilities have no significant influence on youths' acquisition of employable skills in the training centres in the North-east Geo-political zone of Nigeria.

Table 4.11 showed the analysis of data in respect of testing null hypothesis three. All the eight items hanged together in one distinct group. Details are shown in appendix VI.

Table 4.11: Regression Test on Influence of National Open Apprenticeship Scheme's training Facilities on Youths' Acquisition of Employable Skills

Variables	N	Df	$\overline{X}$	SD	r_{-cal}	r_{-crit}	Sig.
National Open Apprenticeship Scheme Training Facilities	377	375	3.0	0.87	.200	0.088	0.000
Youths' Skills Acquisition	377	375	2.8	0.94			

Source: Field Survey, 2015

Table 4.11 showed a simple regression analysis used to test if National Open Apprenticeship Scheme's training Facilities (NOASF) had any influence on Youths' Skills Acquisition (YSA). The result of the regression indicated that the calculated r-value of .200 is greater than the critical r-value of 0.088 and the p-value obtained was 0.000 at 0.05 level of significance. This means that the National Open Apprenticeship Scheme Training Facilities had significant influence on Youths' Skills Acquisition. Thus the null hypothesis was rejected.

4.4.4 Null Hypothesis Four: National Open Apprenticeship Scheme has no significant influence on youths in the North-east Geo-political zone to set up their own small businesses.

Table 4.12 showed the analysis of data in respect of testing null hypothesis four. All the eight items hanged together in one distinct group. Details are shown in appendix VI.

Table 4.12: Regression Test on Influence of National Open Apprenticeship Scheme on Youths Setting up Businesses

Variables	N	Df	$\overline{X}$	SD	r_{-cal}	r_{-crit}	Sig.
Nation Open Apprenticeship Scheme	377	375	3.0	0.87	.266	0.088	0.000
Youths Setting Up Businesses	377	375	2.5	0.96			

Source: Field Survey, 2015

Table 4.12 showed a simple regression analysis used to test if National Open Apprenticeship Scheme (NOAS) had any influence on Youths' Setting up Businesses (YSUB). The result of the regression indicated that the calculated r-value of .266 is greater than the critical r-value of 0.088 and the p-value obtained was 0.000 at 0.05 level of significance. This means that the National Open Apprenticeship Scheme had significant influence on Youths' Setting Up Businesses. Thus the null hypothesis was rejected.

4.5 Summary of Major Findings

The study established that:

1. The answer to research question one indicated an overall mean of 2.6, and the test of null hypothesis revealed that the hypothesis was rejected, r=.446 at p=0.000. This means that National Open Apprenticeship Scheme training influenced youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria.
2. The answer to research question two indicated an overall mean of 2.8 and the test of null hypothesis revealed that the hypothesis was rejected, r=.600 at p=0.00. This means that National Open Apprenticeship Scheme influenced youths' employment opportunities in the North-east Geo-political zone of Nigeria.
3. The answer to research question three indicated an overall mean of 2.8 and the test of null hypothesis revealed that the hypothesis was rejected, r=.200 at p=0.000. This means that the National Open Apprenticeship Scheme training facilities influenced youths' acquisition of employable skills in the training centres (outlets) in North-east Geo-political zone of Nigeria.
4. The answer to research question four indicated an overall mean of 2.5 and the test of null hypothesis revealed that the hypothesis was rejected, r=.266 at p=0.000. This means that the National Open Apprenticeship Scheme influenced youths in the North-east Geo-political zone to set up their own small businesses through the following ways ranked as: retraining workshops for graduates, provision of equipments after graduation, skills training on areas of interest and awards of certificates after writing final examination.

4.6 Discussion of Major Findings

Observation from the results of this study indicated that the study focused on some constructs which included: measuring National Open Apprenticeship Scheme's training and skills acquisition, National Open Apprenticeship Scheme and employment opportunities, National Open Apprenticeship Scheme's training facilities and skills acquisition and then National Open Apprenticeship Scheme and setting up of businesses by youths.

From the first construct which indicated whether NOAS can influence youths' acquisition of employable skills; the study found that the National Open Apprenticeship Scheme's training has influenced youths' acquisition of employable skills. The skills acquired are related to the ones required for employment as the research question one showed an overall mean of 2.6 and the hypothesis one tested showed that r=.446. This fact is also revealed by the respondents' rating of the quality of NOAS' training they got, which showed an overall mean of 3.0. This means that as the NOAS training improves, the skills acquired also improves. This is in line with what Winkelman (2002) and Johnson and Ferej (2007) said that apprentice training developed general, portable skills because the graduates experienced less unemployment spell in the transition to their first time employment than the non-apprentices. This also is in line with what US Department of Labour (2012) found, that youths get taught skills in the work place, they train for an occupation learning from real professionals, acquiring industrial-specific as well transferable skills.

Based on item by item result of analysis, respondents agreed that NOAS' training for skills is always based on areas of specialization in the field of interest as also indicated in the 25 areas of specialization in the demographic information of the respondents. This confirms the conclusion made by Akola (2013) that NDE always attached trainees to relevant crafts masters for training in the chosen vocation, and the vocation according to Taylor and Pereznieto (2014)

include; sewing skills, carpentry skills, weaving skills and so on. The result also indicated that in the process of NOAS training, apprentice learned through observation, imitation and on the job instruction. This confirms the findings by Johnson and Ferej (2007) that the methods used by apprentices to acquire entrepreneurial skills include; specific on the job instruction and observation of skilled workers working. Perrel *et al* (2013) expressed that youths skills to make money and be lifted out of poverty will depend on the appropriateness of the skills taught. The International Labour Organization (2013) suggested that for one to be empowered economically, that individual must have access to employability which is defined as to encompass all of the skills, knowledge and competences to enter labour market more easily at different periods of life cycle which this study found in NOAS.

From second construct which indicated whether NOAS can influence youths' employment opportunities; the study found that the National Open Apprenticeship Scheme has influenced youths' employment opportunities. The job opportunities created by NOAS are related to the employment opportunities required to get a job after graduation, as research question two showed an overall mean of 2.8 and the hypothesis one showed that r=.600. This is in line with the findings by Powel *et al* (2013) and Taylor and Pereznieto (2014) that the key factor in employment opportunities is commitment of employers, which has to do with how the programme establishes formal commitment, or letter of intent from prospective employers to hire programme participants and provide information about employment opportunities.

In a similar case, Katz (2013) found that job placement rates are higher for programmes that are able to secure commitment from a particular firm to hire participants. This result also concurred with findings by Pewel *et al* (2013) and Katz (2013) that in Ghana's community base health planning and services initiative, India and Kenya respectfully, young girls were guided on

visits to local businesses to learn about income generated opportunities and shown that providing such opportunities can play a powerful role in readying youths for the labour market.

Based on items' results of analysis, respondents agreed that NOAS always rewards hardworking apprentices; beside, they were always allowed chances to practice their skills and also guided to visit other local businesses which is along the line of results by Quinn (2008) and Katz (2013) that through guided visit trainees learn about operating in a business environment and begin to establish their own business networks, including suppliers and clients which they may take with them once they set up their own enterprise. The chances provided for trainees to practice their skills as revealed in this study supported the claims by Pewel *et al* (2013) and Taylor and Pereznieto (2014) that providing a safe space to socialize helps build relationships and can be empowering strategies especially for those who are marginalized.

From the third construct which indicated whether NOAS training facilities can influence youths' acquisition of employable skills; the study found that National Open Apprenticeship Scheme's training facilities have influenced youths' acquisition of employable skills in the training centres in North-east Geo-political zone of Nigeria, as the result of the research question three showed an overall mean of 2.8 and the hypothesis three showed r=.200. This finding is contrary to the findings by Omofonmwan and Chukwuedo (2013) who reported that the objectives of NOAS were not attained due to problems of resources, though they concluded that human resources were adequate and tools for skills acquisitions for the repairs of electronics were inadequate, but this current study found that the facilities are relevant for the appropriate skills because every apprentice has access to tools in the training centres and the tools are relevant to those needed in the workplaces.

Money as allowances are always provided to ease the training of apprentices before graduation, and also specialists are engaged in the training of apprentices. This goes along with YEI (2010) and NDE (2012) findings that actions taken for empowerment inform of allowances are to ensure regular attendance and welfare. Though Klaus and Salzano (2004) said that the youths whose NOAS was made for were not adequately motivated to stay that is why the rate of drop out was high. Alivazona (2013) conclusion in his study was that the facilities and allowances given for training plays an important role in combating youth unemployment because in Europe, United States and Austrian apprentices received approximately one-third the salary of average blue-collar worker. This means that the allowances have always being one of the motivating factors for sustaining apprentice training.

From the fourth construct which indicated whether NOAS can influence youths to set up businesses of their own; the study found that the National Open Apprenticeship Scheme has influenced setting up of businesses by youths as the research question four resulted to an overall mean of 2.5 and the hypothesis four showed r=.266. The means in which National Open Apprenticeship Scheme used to assist youths to set up their own businesses through the NOAS' resettlement loan scheme was relevant as R=.266. This finding is in line with the finding by Asomugha and Oluwa (2005) that the NDE through its resettlement scheme had resettled 3,134 graduates with cash and facilities for their businesses, and trainees were provided with tools and equipment in the area of carpentry, refrigerator maintenance, auto-mechanic, painting and so on. This means that those who received intervention are more equipped and aware of available financial services and have higher degree of relief from poverty.

The study also found that graduates always go for retraining workshops. This confirmed the report by NDE (2013) that graduates go for retraining programmes inform of Advanced

National Open Apprenticeship Scheme (A-NOAS), this by implication will help to upgrade them to a higher level of proficiency. Beside provision of skills and equipment, this study found that apprentices write final examination before they graduate. This concur with the findings by Taylor and perznieto (2014) and NDE reports of 2012 that final examinations were written by graduates inform of "modula-examination", this is to ensure that skill centres turn to Vocational Education Institutes (VEIs). This means that the graduates can easily be absorbed into labour force as they have more practical skills. Furthermore, the study found that the graduates are awarded certificates after the examinations, this concur with the report of NDE that certification of graduates was initiated in 2012 after final examinations of the graduates.

The International Labour Organization (2012) have proposed for regulated apprenticeship to include allowances paid, training based on workplaces, duration of training, transferable skills, final examination and certification which this study have found in NOAS contrary to the results of Tope (2011) and Enyioko (2012) who posited that youths empowerment programmes were not well implemented in Northern Nigeria.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, summary, conclusion and recommendations were presented based on the results obtained from the data.

5.1 Summary

The major objective of this study was to examine the influence of National Open Apprenticeship Scheme on youths' empowerment in the North-east Geo-political zone of Nigeria. In order to achieve this, four specific objectives, four research questions and four null hypotheses were formulated. In this view, related literature and empirical studies were reviewed. The literature showed that previous studies focused more on differences in job entry between formal and informal skill training and the challenges faced by National Open Apprenticeship Scheme rather than the influence of National Open Apprenticeship Scheme on youths' empowerment, significantly if this study is not embarked, the users of this information would be denied. These identified gaps formed the basis for this study. .

Survey design was used. Three hundred and seventy seven respondents who were made up of all NOAS graduates were selected using cluster sampling technique from a study population of six thousand, four hundred and fifty three in the six states in North-east Geo-political zone of Nigeria. Questionnaire and fixed response interview were used for the collection of data. The questionnaire was administered by the researcher with the help of three sponsored assistants within a period of 14 days in November, 2015 in both Adamawa and Taraba states (the two clusters selected) in North-east Geo-political zone of Nigeria. Mean and Standard deviation were used to answer the four research questions, while regression analysis was used to test the four null hypotheses at 0.05 level of significance. The four null hypotheses were rejected.

The summary of findings therefore indicated that the National Open Apprenticeship Scheme influenced youths' empowerment in the following ways:

a. appropriate skills training.

b. provision of job opportunities.

c. provision of appropriate training facilities and

d. making appropriate resettlements to youths for the establishment of businesses in the study area.

5.2 Contribution to Knowledge

Based on the findings of this study, it was brought to the fore that the:

1. National Open Apprenticeship Scheme training had influenced youths' acquisition of employable skills in the North-east Geo-political zone of Nigeria (p=0.000).
2. National Open Apprenticeship Scheme had influenced youths' employment opportunities in the North-east Geo-political zone of Nigeria (p=0.000)
3. National Open Apprenticeship Scheme training facilities had influenced youths acquisition of employable skills in the North-east Geo-political zone of Nigeria (p=0.000).
4. National Open Apprenticeship Scheme had influenced youths in setting up their own businesses (p=0.000).

5.3 Conclusion

Based on the findings of the study, it was concluded that the National Open Apprenticeship Scheme intervention programme has empowered youths in the North-east Geo-political zone of Nigeria. This means that the graduates of NOAS can be employed anywhere in Nigeria where their areas of specialization is demanded and can own businesses of their own that can take them out of poverty and give them power to control resources which will in turn enable them help others economically.

5.4 Recommendations

The following recommendations were made based on the findings of this study:

1. The Federal Government of Nigeria should sustain the National Open Apprenticeship Scheme programme by constantly reviewing its progress and providing essential human and material resources to the training outlets so as to allow more youths with interest in skills participate in apprentice skills training. State governments should collaborate with the federal government to engage more youth in skills training so as to reduce the number of unemployed youths in their respective states.
2. The private sector's operators should cooperate with the Federal Government to create more opportunities for the youths by collaborating with government to engage the youths in their organizations (private sector) during training so that the youths can have access to employment after graduation from NOAS' training.
3. National Open Apprenticeship Scheme trainers should be encouraged by the Federal Government of Nigeria; by constantly engaging them in workshops on how to maintain those training facilities in the training centres, so that appropriate marketable skills would be provided to NOAS trainees before graduation.

4. The Nigerian Agricultural Cooperative and Rural Development Bank should intensify support to National Open Apprenticeship Scheme by increasing the number of youths to benefit from the funds, to sustain the collaboration with the Federal Government of Nigeria on resettlement scheme, so as to enable NOAS graduates continue to access facilities for setting up of small businesses.

5.5 Suggestions for Further Research

The following suggestions for further research were made:

1. The Influence of National Open Apprenticeship Scheme on youths' empowerment in: North-central, North-west, South-south, South-west and South-east, should be conducted.
2. Effect of skills training of National Open Apprenticeship Scheme's graduates and University graduates on transition to employment in the North-east Geo-political zone, Nigeria should be conducted.

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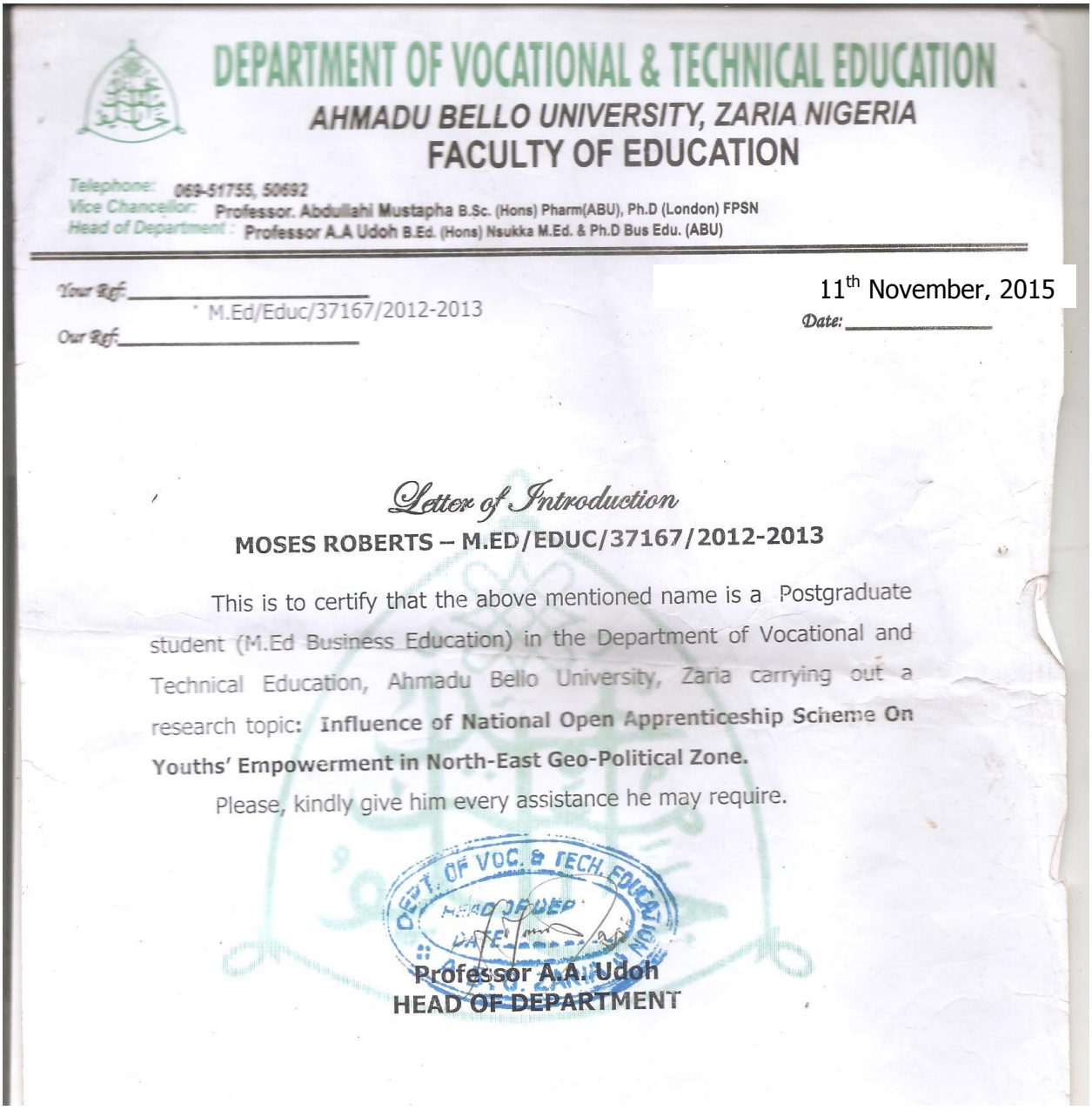
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APPENDIX I



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA NIGERIA
FACULTY OF EDUCATION

Telephone: 069-51755, 50692
Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN
Head of Department : Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: _____
M.Ed/Educ/37167/2012-2013
Our Ref: _____

11th November, 2015
Date: _____

Letter of Introduction

MOSES ROBERTS – M.ED/EDUC/37167/2012-2013

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria carrying out a research topic: **Influence of National Open Apprenticeship Scheme On Youths' Empowerment in North-East Geo-Political Zone.**

Please, kindly give him every assistance he may require.

DEPT. OF VOC. & TECH. EDUCATION
HEAD OF DEPT
DATE

Professor A.A. Udoh
HEAD OF DEPARTMENT

APPENDIX II

LETTER TO RESPONDENT

Business Education Section
Department of Vocational and Technical Education,
Ahmadu Bello University,
Zaria.

Dear Respondent,

NATIONAL OPEN APPRENTICESHIP SHEME YOUTHS' EMPOWERMENT INTERVENTION QUESTIONNAIRE

I am a post graduate Student of the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria. I am conducting a study titled; "**Influence of National Open Apprenticeship Scheme on Youths' Empowerment in the North-east Geo-political zone, Nigeria".** This is in partial fulfillment for the award of Master of Education Degree. I am requesting you to kindly complete the attached questionnaire honestly.

I assure you that the information you provide will be treated confidentially.

It is hope that this study will help strengthen youths' economic empowerment programmes in Nigeria.

Yours faithfully,

Moses Roberts.

NATIONAL OPEN APPRENTICESHIP SCHEME YOUTHS' EMPOWERMENT INTERVENTION QUESTIONNAIRE

SECTION 'A': Demographic Data.

Instruction: Tick the appropriate answer from the options below. There is no wrong nor rights answers to these questions, but study them carefully and express your feelings sincerely about them. These questions are not for anything other than research purpose as names of respondents are not included.

1. Age: (a) 18-23 ( ) (b) 24-29 ( )
   (c) 30-35 ( ) (d) above 35 ( )
2. Years after graduation with NDE:
   (a) Below 1 year ( ) (b) 1-2 years ( )
   (c) 2-3 years ( ) (d) 3 and above ( )
3. Name your area of specialization: ----------

SECTION 'B': Rating of Quality of Training through National Open Apprenticeship Scheme.

Instruction: Kindly rate the quality of training you got through the National open Apprenticeship Scheme. Tick appropriate option applicable to you.

(a) 0-25% ( ) (b) 26-50% ( )

(c) 51-75% ( ) (d) 76-100% ( )

SECTION 'C': Response to Research Questions.

Instruction: Tick the appropriate response appealing to you from the options provided:

EXTENT OF NATIONAL OPEN APPRENTICESHIP SCHEME'S INFLUENCE ON SKILLS ACQUISITION

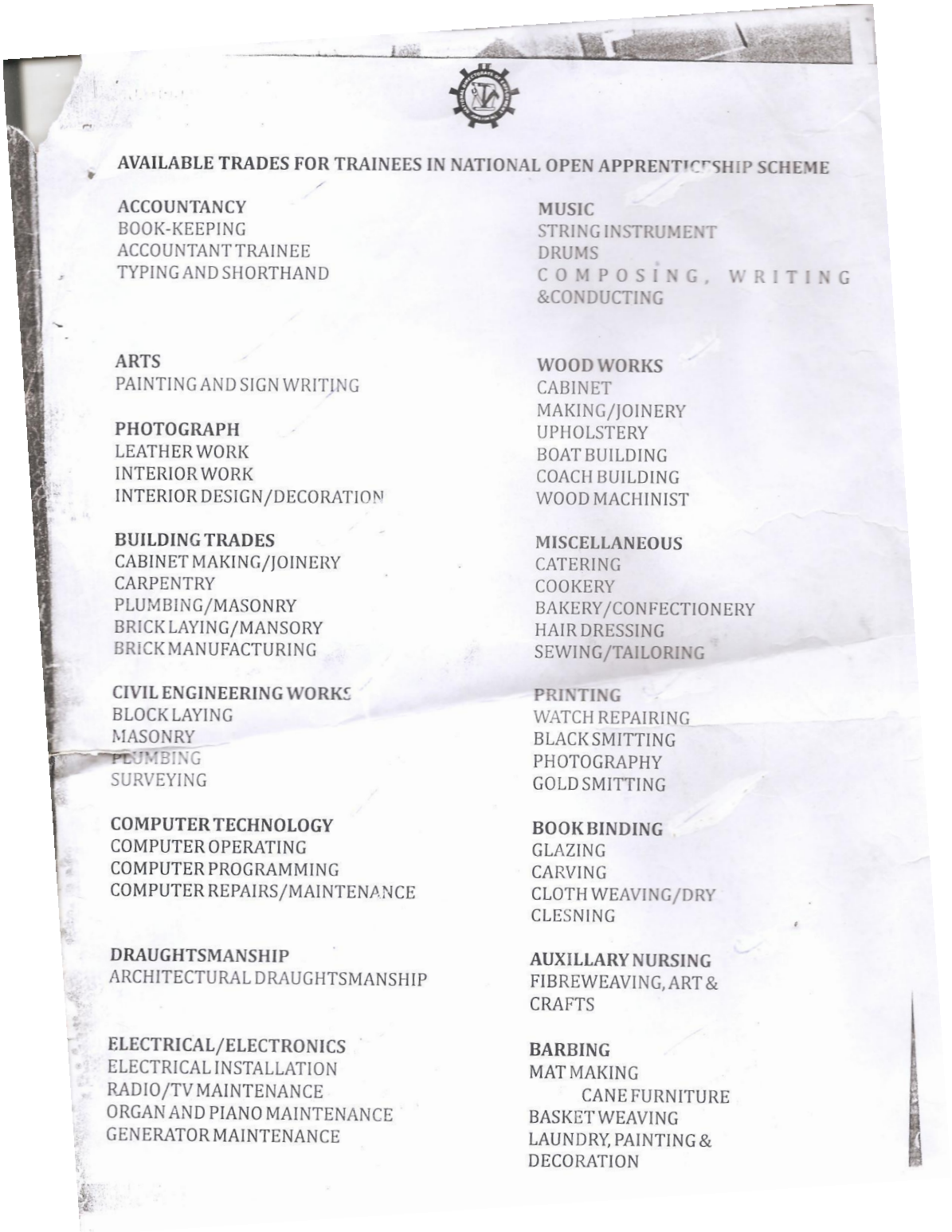
S/N	VARIABLE	SA	A	D	SD
1	Apprentices are taught in Saturday theory classes				
2	Work that has to do with computer related repairs are also taught				
3	Training is always based on area of specialization				
4	Apprentice are allowed to visit other work places				
5	Enough time is given for training				
6	More than two pprentices are assigned to a trainer per time				
7	Apprentices and trainers are free to discuss training problems				
8	Re-training programme is always provided for trainers				
	EXTENT OF NATIONAL OPEN APPRENTICESHIP SCHEME INFLUENCE ON EMPLOYMENT OPPORTUNITIES				
9	NDE provides list of available jobs in the community				
10	Apprentices are allowed to negotiate with customers				
11	Customers do request for apprentices to help them outside workplace				

	Apprentices who work hard are always rewarded				
12	How to manage businesses are taught always				
13	Apprentices are free to work in another section aside their sections				
14	Apprentices are given chances to practice their skills				
15	Orientation on area of specialization is given to apprentice				
16					
	INFLUENCE OF NATIONAL OPEN APPRENTICECSHIP SCHEME TRAINING FACILITIES ON ACQUISITION OF SKILLS.				
	Every apprentice is provided with working tools in his area of specialty				
17	Tools and equipments provided are similar to the ones needed in the work place				
18	Medical services are provided in the training centres				
	Trainers use their facilities for training				
19	Each apprentice knows how to handle training tools				
20	NDE always provides allowances for trainees				
21	Specialist are always invited to teach apprentices				

22	Trainers are always paid allowances for training apprentices				
23					
24	HOW NATIONAL OPEN APPRENTICESHIP HELP YOUTHS				
	IN SETTING UP THEIR BUSINESS				
	Every graduate is given cash loan to start business after graduation				
	Graduates go for re-training workshops always				
25	NDE provides employment after graduation from NOAS				
26	NDE provides equipments for start of business after graduation				
27	from NOAS				
28	Graduates can apply what they learned in another area of interest				
	Apprentice writes final examination before graduation				
29	Certificates are awarded after graduation				
30	NDE used to provides land for businesses to graduates				
31					
32					

APPENDIX III

NATIONAL OPEN APPRENTICESHIP SCHEME AVAAILABL TRADE



AVAILABLE TRADES FOR TRAINEES IN NATIONAL OPEN APPRENTICESHIP SCHEME

ACCOUNTANCY
BOOK-KEEPING
ACCOUNTANT TRAINEE
TYPING AND SHORTHAND

ARTS
PAINTING AND SIGN WRITING

PHOTOGRAPH
LEATHER WORK
INTERIOR WORK
INTERIOR DESIGN/DECORATION

BUILDING TRADES
CABINET MAKING/JOINERY
CARPENTRY
PLUMBING/MASONRY
BRICK LAYING/MANSORY
BRICK MANUFACTURING

CIVIL ENGINEERING WORKS
BLOCK LAYING
MASONRY
PLUMBING
SURVEYING

COMPUTER TECHNOLOGY
COMPUTER OPERATING
COMPUTER PROGRAMMING
COMPUTER REPAIRS/MAINTENANCE

DRAUGHTSMANSHIP
ARCHITECTURAL DRAUGHTSMANSHIP

ELECTRICAL/ELECTRONICS
ELECTRICAL INSTALLATION
RADIO/TV MAINTENANCE
ORGAN AND PIANO MAINTENANCE
GENERATOR MAINTENANCE

MUSIC
STRING INSTRUMENT
DRUMS
COMPOSING, WRITING &CONDUCTING

WOOD WORKS
CABINET
MAKING/JOINERY
UPHOLSTERY
BOAT BUILDING
COACH BUILDING
WOOD MACHINIST

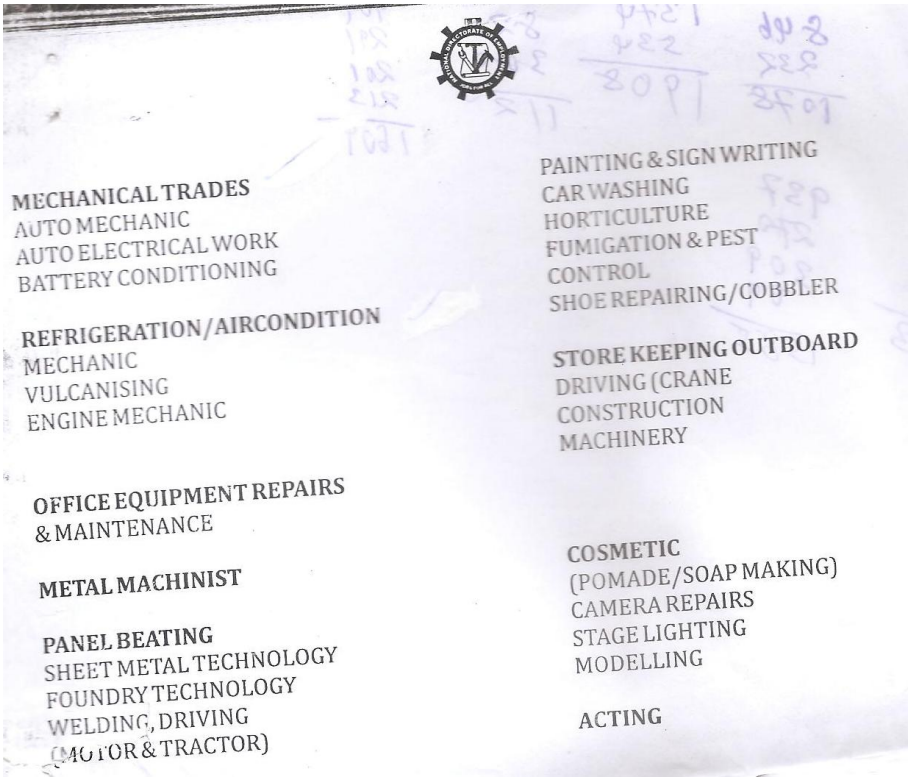
MISCELLANEOUS
CATERING
COOKERY
BAKERY/CONFECTIONERY
HAIR DRESSING
SEWING/TAILORING

PRINTING
WATCH REPAIRING
BLACK SMITTING
PHOTOGRAPHY
GOLD SMITTING

BOOK BINDING
GLAZING
CARVING
CLOTH WEAVING/DRY
CLESNING

AUXILLARY NURSING
FIBREWEAVING, ART & CRAFTS

BARBING
MAT MAKING
CANE FURNITURE
BASKET WEAVING
LAUNDRY, PAINTING & DECORATION



MECHANICAL TRADES
AUTO MECHANIC
AUTO ELECTRICAL WORK
BATTERY CONDITIONING

REFRIGERATION/AIRCONDITION
MECHANIC
VULCANISING
ENGINE MECHANIC

OFFICE EQUIPMENT REPAIRS
& MAINTENANCE

METAL MACHINIST

PANEL BEATING
SHEET METAL TECHNOLOGY
FOUNDRY TECHNOLOGY
WELDING, DRIVING
(MOTOR & TRACTOR)

PAINTING & SIGN WRITING
CAR WASHING
HORTICULTURE
FUMIGATION & PEST
CONTROL
SHOE REPAIRING/COBBLER

STORE KEEPING OUTBOARD
DRIVING (CRANE
CONSTRUCTION
MACHINERY

COSMETIC
(POMADE/SOAP MAKING)
CAMERA REPAIRS
STAGE LIGHTING
MODELLING

ACTING

APPENDIX IV

SAMPLE SIZE DETERMINATION (TARO YAMANE'S FORMULA)

$$n = N/1+N(e)^2$$

Where:

n = desired sample size

N= population size under study

e = level of significance of error assumed to be 5% or 0.05

1= unity (always constant) in value

Thus the sample size was determined as:

$n=6,453/1+6,453(0.05)^2$

$= 6,453/1+6,453(0.05)^2$

$=6,453/1+6,453(0.0025)$

$= 6,453/1+16.1325$

$= 6,453/17.1323$

$n = 377$

APPENDIX V

DESCRIPTIVE STATISTICS

Response Rate for Research Question One

Items	SA	A	D	SD	Total	$\overline{X}$
1	39	82	109	147	377	2.03
2	77	79	144	77	377	2.41
3	199	138	23	17	377	3.37
4	59	166	89	63	377	2.59
5	205	124	31	17	377	3.37
6	27	36	195	119	377	1.92
7	106	133	89	49	377	2.79
8	73	133	89	82	377	2.52

Response Rate for Research Question Two

Items	SA	A	D	SD	Total	$\overline{X}$
9	85	126	30	136	377	2.42
10	59	102	135	81	377	2.37
11	79	130	57	111	377	2.47
12	121	218	21	17	377	3.18
13	99	170	67	41	377	2.87

14	47	96	153	81	377	2.29
15	199	126	27	25	377	3.32
16	187	120	25	45	377	3.19

Response Rate for Research Question Three

Items	**SA**	**A**	**D**	**SD**	**Total**	$\overline{X}$
17	225	82	37	33	377	3.32
18	133	186	41	17	377	3.15
19	19	24	129	205	377	1.62
20	155	108	71	43	377	2.99
21	54	135	121	67	377	2.47
22	113	188	35	31	377	3.02
23	109	126	89	53	377	2.77
24	151	58	125	43	377	2.84

Response Rate for Research Question Four

Items	**SA**	**A**	**D**	**SD**	**Total**	$\overline{X}$

25	37	46	45	249	377	1.66
26	65	124	133	55	377	2.53
27	55	136	87	99	377	2.39
28	88	133	99	57	377	2.67
29	113	116	125	23	377	2.85
30	114	129	75	59	377	2.79
31	87	195	89	36	377	2.88
32	31	76	103	167	377	1.92

APENDIX VI

TEST OF NULL HYPOTHESES

```
 REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT YSA
/METHOD=ENTER NOAST.
```

Regression Ho_1

```
[DataSet1]
```

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method

1	NOAST[b]	.	Enter

a. Dependent Variable: YSA

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.446[a]	.199	.197	4.32301

a. Predictors: (Constant), NOAST

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1740.081	1	1740.081	93.110	.000[b]
	Residual	7008.163	375	18.688		
	Total	8748.244	376			

a. Dependent Variable: YSA

b. Predictors: (Constant), NOAST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.008	.612		26.144	.000
	NOAST	-.409	.042	-.446	-9.649	.000

a. Dependent Variable: YSA

```
DATASET ACTIVATE DataSet2.
REGRESSION
  /MISSING MEANSUBSTITUTION
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT YEO
  /METHOD=ENTER NOAST.
```

Regression Ho_2

```
[DataSet2]
```

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	NOAST[b]	.	Enter

a. Dependent Variable: YEO

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600[a]	.360	.358	4.02751

a. Predictors: (Constant), NOAST

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3416.730	1	3416.730	210.638	.000[b]
	Residual	6082.819	375	16.221		
	Total	9499.549	376			

a. Dependent Variable: YEO

b. Predictors: (Constant), NOAST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.302	.664		29.049	.000
	NOAST	-.650	.045	-.600	-14.513	.000

a. Dependent Variable: YEO

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT YSA
  /METHOD=ENTER NOASF.
```

Regression Ho_3

```
[DataSet3]
```

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	NOASF[b]	.	Enter

a. Dependent Variable: YSA
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.200[a]	.040	.037	4.93176

a. Predictors: (Constant), NOASF

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	378.690	1	378.690	15.570	.000[b]
	Residual	9120.859	375	24.322		
	Total	9499.549	376			

a. Dependent Variable: YSA
b. Predictors: (Constant), NOASF

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.708	.699		18.193	.000
	NOASF	-.191	.048	-.200	-3.946	.000

a. Dependent Variable: YSA

```
DATASET ACTIVATE DataSet4.
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT YSUB
  /METHOD=ENTER NOAS.
```

Regression Ho_4

```
[DataSet4]
```

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	NOAS[b]	.	Enter

a. Dependent Variable: YSUB

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266[a]	.071	.068	4.60730

a. Predictors: (Constant), NOAS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	604.092	1	604.092	28.458	.000[b]
	Residual	7960.216	375	21.227		
	Total	8564.308	376			

a. Dependent Variable: YSUB

b. Predictors: (Constant), NOAS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.766	.869		19.298	.000
	NOAS	-.250	.047	-.266	-5.335	.000

a. Dependent Variable: YSUB