

Assessing the Contributions of the National Directorate of Employment to Employment Generation and Poverty Alleviation in Delta State, Nigeria

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Abstract: *It is no longer news that Nigeria is bedeviled with a lot of problems and chief among them is the problem of unemployment among its active age group. In a bid to tackle this menace, Nigeria has tried her hands on a lot of programs, among which is the National Directorate of Employment. So far, so much has been heard as claimed by this body as to the number of Nigerians who have gained employment. However, these claims are not affected on the economy of Nigeria. Thus, this study seeks to find out the impact of NDE on employment generation in Nigeria. Descriptive Research design was used and the major instrument for data collection was questionnaire, which was structured using five-point Likert scale. Simple descriptive table and Pearson Product Moment Correlation were employed to analyze the data obtained from the respondents. The findings revealed that there was awareness of NDE in the State among youths. Also, that the programs of NDE is often widely publicized, however, the program has not achieved the expected impact among the indigenes in areas of poverty reduction, increase in the number of micro and small businesses and reduction in youth restiveness in the State. The study then concluded that there is a gap between government claims and the reality on ground in the area of study. Therefore further studies should be embarked on using different method of data collection preferably through interview which will be conducted with the respondents under strict private arrangement and without any external influence.*

Key Words: *Unemployment, NDE, poverty reduction, employment generation, skill acquisition.*

1.0 INTRODUCTION

1.1 Background of the study

Employment has been viewed as a key mechanism for the transmission of economic growth as well as poverty reduction both directly and indirectly by providing, incomes while also stimulating demand at both the macro and micro levels (Islam, 2004). According to Holmes, McCord & Zanker (2013), there is a strong empirical evidence that employment creation generally increases incomes and reduces poverty in low-income countries at both micro and macro levels. The relationship between unemployment and poverty is very complex in Nigeria. While the unemployment rate has remained very high due to the rising rate of poverty, the poverty rate has equally remained high due to the high level of unemployment. The Nigeria Economic Report released by the World Bank in 2011 stated that unemployment rate worsened from “12% of the working population in 2006 to 24% in 2011”. Available records clearly show that in the last two decades of the independence of Nigeria as a sovereign nation (1960s and

1970s), unemployment and its attendant consequence: poverty, were not of national concern as they are today.

The origin of unemployment in Nigeria can be traced back to the oil boom era of 1970s. During this period, Nigerian government and individuals abandoned skills acquisition and utilization through diversified entrepreneurship practices that have the capability to boost both individual and the country's economic ego. Emphasis shifted from entrepreneurial practices to paper qualification which has resulted in increased unemployment in the country. To tackle poverty therefore the menace of unemployment must be checked through a very effective employment policy. According to Okafor (2010), youth unemployment in any country is an indication of far more complex problems. More than half of the Nigerian population is under the age of 30 (NPC, 2001). Hence, it can be asserted that the economy of Nigeria is a youth economy (Oviawe, 2010).

The Nigerian government in 2008 stated that 80 % of Nigerian youth were unemployed while 10 % were underemployed (Daily Trust, 2008). In fact, Statistics from the Federal Manpower Board and the Bureau of Statistics in 2011 noted that the Nigerian youth population is about 80 million, representing 60% of the total population of the country. Sixty four million of youths are unemployed, while 1.6 million are under-employed. The urban youths, aged 20 – 24 had an unemployment rate of 40% while those aged between 15 – 19 years had an unemployment rate of 31% (Emeh, Nwanguma and Abaroh, 2012). The pace is increasing because most graduates lack relevant marketable skills. The Nigerian youths are said to be confronted with poverty, unemployment, urbanization, lack of capacity and skills needed to move the economy forward. The National Poverty Eradication Programme (NAPEP) in 2001 stated that the universities and other tertiary institutions in the country produce an average of 120,000 graduates each year while another 500,000 school leavers or college graduates are turned out each year, without the hope of any job (NEEDS, 2004).

Furthermore, there has been sad tales of 700,000 applicants jostling for 5,000 positions in the customs, let alone the Nigeria police. When Comrade Oshiomole advertised for 10,000 job vacancies for graduates, over 100,000 jobless applicants turned in their applications (Oviawe, 2010). NAPEP asserted that 50% of the unemployed is assumed to be youths (Punch, 2003). This situation affects sustainable national development adversely. Youth development and empowerment are vital stages in life for building the human capital that allows young people to avoid poverty and lead better, and possibly more fulfilling life. The human capital formed in youth is thus an important determinant of long term growth that a nation can invest on. Hence, making sure that youths are well prepared for their future is enormously important to the course of poverty reduction and growth.

The Nigerian government, in response to the clarion call have continued to strive to contain the contagious effect of youth unemployment by providing youth development and empowerment programmes, to develop and empower the Nigerian youths to enable them contribute to the development of the nation and take over the leadership of the country. However, the results have remained terribly unimpressive. Despite the various efforts of government, stakeholders and economic players, by establishing a number of programmes such as the National Directorate of Employment (NDE), the National open Apprenticeship Scheme (NOAS), the National Poverty Eradication Programme (NAPEP), the Better Life, Family Support and the Family Economic

Advancement Programme (FEAP) during the life span of various administrations to address the hurdles of poverty and unemployment, this monster among Nigerians is still on the speed lane. According to Abiodun (1998), millions of Nigerian youths who graduated from the Universities, Polytechnics and other tertiary institutions cannot find jobs and appropriate avenues to positively utilize their youthful energies, let alone the unskilled, uneducated youths in the rural

areas, which are at the height of their physical and mental powers. Naturally, this segment should form the productive foundation of the economy of any nation, but in Nigeria they roam the streets in search of livelihood and employment opportunities.

Consequently, in frantic efforts to seek a way out of the problem the Federal Government constituted the Chukwuma Committee in 1986 to consider appropriate strategies for dealing with mass unemployment problem in the country under the Ministry of Employment Labour and Productivity and the work of the Chukwuma Committee, among others gave birth to the NDE. It is against the foregoing that this paper is produced to investigate the contributions of the NDE in curbing the menace of unemployment and poverty in Nigeria with particular reference to Delta State.

1.2 Statement of the Problem

Nigeria has retrogressed to become one of the 25 poorest countries at the threshold of twenty-first century and remains the only member of the Organization of Petroleum Exporting Countries (OPEC) categorized among the world's poorest twenty countries. Most recently, the Minister of Youth Development reported that 42.2 per cent of Nigeria's youth population is out of job (Oviawe, 2010). The National Bureau of Statistics (2012) states that the rate of unemployment among economically active Nigerians between the youthful ages of 15 and 24 was as high as 37.7 % in 2011 while among those within the age bracket of 25 and 44 years, was 22.4 %. For age brackets of 45 and 59, the rate stood at 18.0 % while it was 21.4 % among those within the age bracket of 60 and 64. The translation of this is that Nigerians between the youthful ages of 15 and 24 are those mostly affected by unemployment and are, as such, more vulnerable to its attendant consequences. This evidence is collaborated by the World Bank report (2016) which states that the unemployment rate among Nigerians between the ages of 15 and 24 was 13.8 % in 2011; 13.7 % in 2012; 13.6 % in 2013; and 13.6 % in 2014.

The 2012 National Baseline Youth Survey Report (NBYSR) issued by NBS in collaboration with the Federal Ministry of Youth Development in December 2013 confirmed that more than half, about 54 % of Nigerian youth population were unemployed. The survey classified youth to be those between ages of 15 and 35. According to the survey, the population of youths aged 15 and 35 years in Nigeria is estimated to be 64 million. This may be corroborated from the views of Leonard and Kazi (2012); who state that despite the fact that Nigeria's economy is projected to be growing, poverty rate in Nigeria was 71.5%, 61.9%, and 62.8% using the relative, absolute and \$1 a day measures respectively. It is against the backdrop of these statistics that the study intends to assess the National Directorate of employment in order to ascertain their contributions towards ameliorating the situation enumerated above, with special attention to its impact on poverty reduction through employment generation in Nigeria.

1.3 Objectives of the Study

The broad objective of this study is to assess the impact of National Directorate of Employment to Poverty Alleviation and employment generation in Nigeria. However, the specific objectives are to:

- i) Assess the extent of awareness of the existence and mandate of National Directorate of Employment in Delta State, Nigeria.
- ii) Examine the extent to which vocational skill acquisition of the NDE has led to employment generation in Nigeria.

1.4 Research Hypotheses

Based on the objectives of the study, the following hypotheses will guide this study:

- i) There is great awareness of the existence and mandate of National Directorate of Employment among Youths in Delta State, Nigeria.
- ii) Vocational skill acquisition of the NDE has significantly affected employment creation in Delta State, Nigeria.

2.0 REVIEW OF RELATED LITERATURE

2.1.1 Poverty Alleviation

Central to the quest for policies and programmes that can reduce poverty is the issue of the conceptualization. Conceptually, three dominant views are identified as to the meaning of poverty. The first view sees poverty as a severe deprivation of some basic human needs at the individual or household level. Here, poverty is a material deprivation and this can be assessed in monetary terms. While this conceptualization of poverty makes the quantitative analysis of poverty straightforward and permits comparisons over time and between countries, it fails to recognize non-material forms of deprivation such as illiteracy and social discrimination among others (Aliyu, 2002).

The second perspective defines poverty as the failure to achieve basic capabilities such as being adequately nourished, living a healthy life, possession of skills to participate in economic and social life, permission to take part in community activities etc. This conceptualization forms the basis for the belief that 'poverty is multi-dimensional'. Although, the capabilities framework offers many advantages over the income/consumption conceptualization, yet it is argued that it requires a greater variety of data and that no consensus exists on how capability deprivation at the household level is to be computed (Sen, 1999).

The third conceptualization of poverty came into limelight in the 1990s and has a fundamentally different approach to the understanding of poverty: subjective poverty assessments. The core of this view of poverty is that poverty must be defined by the poor themselves or by the communities that poor people live in. According to Aliyu (2002), the view came out of the work on participatory appraisal of rural projects and has direct relationship with a publication known as 'Voices of the Poor series'. This subjective view of poverty posits that, poverty has both physical and psychological dimensions. Poor people themselves strongly emphasize violence and crime, discrimination, insecurity and political repression, biased or brutal policing, and victimization by rule, negligence or corrupt public agencies (Narayan, Chambers, Shah & Petesch; 1999).

2.1.2 Youth Unemployment

Unemployment is a situation in which some people who are qualified, ready, willing and able to work do not find work to do. It is also a situation where some people who fall within the ages of the working population, capable and willing to work are unable to secure befitting jobs to do. Since unemployment constitutes one of the problems facing many nations, especially the developing nations like Nigeria, governments tend to focus much attention on programmes and methods of combating it (Uwazie, 2006).

The Federal Government of Nigeria (FGN) launched the NDE programme in 1986 as a bold strategy for dealing with mass unemployment. The programme has four core components including: National Youth Employment and Vocational Skills Development Programme, Small Scale Industries and Graduate Employment Programme, Agricultural Sector Employment Programme and Special Public Works Programme. These were created to take care of the majority of Nigerian Youths who have no productive and marketable skills. Since Nigeria is supposedly an agrarian based economy, the agricultural sector employment programme of NDE is designed for graduates of agricultural discipline who are interested in self-employment in agriculture. The programme is executed in collaboration with state governments.

Youth unemployment challenge is a universal societal malaise, which has periodically drawn the attention of governments and non-governmental organizations across the globe. This is because joblessness among this critical group, a large portion of who are educated, trained and has potentials for the labour market, represents a waste of human resources. They are also a source of explosive uprising capable of destabilizing society. Every nation and multilateral institutions has a Youth Policy as well as a Youth Action Plan For instance, the Nigerian National Youth Policy, African Youth Charter, Commonwealth Youth Charter, United Nations World Programme of Action for Youth, etc. It can be recalled that President Obasanjo in 2006 established the Ministry for Youth Development. Generally, the youth described as the greatest asset in any nation are the greatest investment for a country's development (National Youth Policy of Nigeria, 2001).

Empowering the youths has always been used as a propaganda during political campaigns, yet, no action has been put in place to mainstream the youths into all sectors of the economy. The societal cost of a large army of unemployed people, particularly young entrants into the labour market is unsettling. While mass demonstrations are not unusual in Nigeria, perhaps a much more threatening response has been the resort to all forms of deviant and fraudulent behaviour, armed robbery and threats to lives and properties regularly witnessed across the country. Since youth unemployment is very severe in Nigeria, causing a huge challenge to national development, all available resources must be effectively mobilized to solve the problem.

2.1.3 The National Directorate of Employment (NDE)

The National Directorate of Employment is one of the Federal Government's effort towards encouraging the survival and development of small-scale businesses. The programme is especially charged with provision of skills and loans to enable young graduates establish their own businesses. The programme sparked off the highest number of small-scale businesses throughout the country. Under the programme, the small business owners enjoy low taxes, free technical advice and other support services provided by the Federal Government to enhance employment generation. (Okenwa, 1999).

According to Adebisi and Oni (2012), the philosophy of the NDE is self enterprise, which emphasizes self-employment and self-reliance in preference to wage employment. This philosophy is pursued through policy planning and well articulated programmes of Rural Employment Promotion (REP), Vocational Skills Development Programme (USD), Special Public Work Programme (SPWP), and Small Scale Enterprise Programme (SSE). These programmes are set up across the nation in an effort to alleviate unemployment problems in the nation. The NDE does not leave the disabled out of its programmes. The disabled work scheme is designed to enable the disabled acquire skills, produce marketable products that will keep them gainfully employed.

Categories of NDE Intervention Programmes

The four major vehicles of the NDE programme are (a) National Youth Employment and Vocational Skills Development Programme (b) Small Scale Industries and Graduate Employment Programme, (c) Agricultural Sector Employment Programme and (d) Special Public Works Programme.

a) National Youth Employment and Vocational Skills Development Programme.

This programme takes care of the majority of Nigerian Youths who have no productive and marketable skills. The programme is run through the national open apprenticeship scheme, waste to wealth scheme, schools on wheels scheme and disabled work scheme. Under the programme the participants are required to register with the Federal Ministry of Employment, Labour and Productivity's local labour exchanges before being accepted as trainees when they have completed their period of apprenticeship thereby acquiring the necessary skills, they become

potential candidates for employer's consideration and absorption. Alternatively, those who can go into self-employment are encouraged to do so.

b) Small Scale Industries and Graduate Employment Programme

The SSIGEP is designed by NDE to assist the unemployed people set-up their own businesses. This is done after it has conducted courses in entrepreneurship and its job creation loan scheme. The participant is required to submit a feasibility study of the intended venture, which is studied by a bank. The loan for the venture where given by a bank is collateralized by the applicants' degree certificates and guaranteed by NDE. Such loan is repayable within a period of 5years at an interest rate determined by the Central Bank of Nigeria. The NDE is disposed to such small businesses as candle making, soap and detergent making, restaurants, agricultural production. Refuse collection, printing and publishing, fashion designing, textiles and garment making, among others.

c) Agricultural Sector Employment Programme

This programme is designed to provide self-employment in the agricultural sector. The ASEP is run in collaboration with state governments who provide the land. Applicants registered for this programme is allocated 5 hectares of cleared farmland to take off and with an agreed amount of loan. This is an important component of the NDE programme. According to Olayinka (2014), NDE says it will establish one agricultural park each in the Northern and Southern parts of the country to generate employment in the agricultural sector. According to NDE, it has empowered a total of number of 177,168 participants in the last two years. The timeframe, which covers the entire 2013 up to September, 2014 shows that 48,558 persons benefitted from the training in vocational skills development while public works and community/technical skills development attracted 460 persons 2,900 benefitted from the agricultural skills and rural development, and 26102 benefitted from the entrepreneurial/business skill development, graduate transient job creation attracted 6,880 persons while 271 enrolled for the enterprises created by graduates and artisans. 14800 participants took part in its micro enterprises enhancement scheme while women and vulnerable empowerment scheme attracted 1105 and employment counselling and job linkages recorded 76,092 participants. In furtherance of its efforts towards tackling unemployment, addressing issues of poverty and vulnerability and promoting inclusive finance at the grassroots levels the NDE has a new Scheme called Special Micro Empowerment Scheme (SMES) which is aimed at promoting social inclusion and job creation.

Basically, the new scheme seeks to assist the poor and vulnerable persons (petty traders, artisans, women, widows, orphans, internally displaced persons, physically challenged persons, etc.) and establish/manage or boost their own micro enterprises. The micro enterprises being promoted includes: shoemaking, vegetable oil extraction, water/beverage sales, potatoes/plantain frying, among others. The NDE lists low funding level as a major stumbling block as it affects the capacity building for personnel, curtail programme expansion for full capacity utilization, restrain capacity building for skills acquisition training centres through facility upgrading to meet international standards.

d) Special Public Works Programme

This programme seeks to give temporary employment to a pool of the unemployed in maintaining public work. The state governments in collaboration with the NDE identify projects to which participants are deployed. These include: construction and maintenance of roads, buildings and other infrastructure, tree planting, environmental sanitation, land clearing and other farm support services.

2.1.4 Skill Acquisition

There were many policies geared towards the impartation of skills to curb youth unemployment in the past. Of more relevance to the youths were such initiatives as the National Directorate of

Employment (NDE) programs, which targeted skills development and job creation among the youths. Fashoyin (2012) stated that one of the basic steps taken by the Nigerian government to reduce the problem of youth unemployment in Nigeria was the establishment of the National Directorate of Employment (NDE), which was established in the eighties with the objective of promptly and effectively fighting unemployment by designing and implementing innovative programmes, to provide training, apprenticeship and management development skills for entrepreneurs. An average of about 108,000 people joined the NDE's programmes annually, which meant that the body would have directly created more than 3 million jobs over the 26 years of its existence (Umoh, 2012). Their efforts were to be directed towards the provision of training opportunities through the guidance and management of support services to graduate farmers and small scale entrepreneurs. The objectives of NDE also spanned across the following programmes: agricultural development programme; vocational skills development programme; special public works; and small scale industries as well as graduate employment programmes. The aim of the agricultural programme was to generate employment for graduates, non-graduates and school leavers in the agricultural sector, with emphasis on self employment in agricultural production and marketing. However, factors which include inadequate funding and late release of funds from the federation account, managerial deficiency, policy distortions and corruption impaired the effectiveness of the NDE agricultural programmes (Umoh, 2012)

The YES scheme of NAPEP incorporates the Capacity Acquisition Programme (CAP), Mandatory Attachment Programme (MAP), and Micro Credit Programme (MCP). The CAP and MAP in particular were geared towards skills acquisition.

2.2 Theoretical Framework

2.2.1 Theories of Poverty

Theories about the cause of poverty have gone through complicated paths due to the fact that over the years, the explanations used have been broadened by multi-dimensional views. This has been due to changing ideas of development and underdevelopment, which has also been widened from economic, social, and environmental development to human development in its manifold senses (Bourguignon & Chakravarty, 2004). The different theories of poverty are given as;

a. Individual Deficiencies

This first theory on the cause of poverty focuses on the individual as responsible for their poverty situation. Typically, politically conservative theoreticians blame individuals in poverty for creating their own problems, arguing that with harder work and better choices, the poor could have avoided their problems. Other variations of the individual theory of poverty ascribe poverty to lack of genetic qualities such as intelligence that are not so easily reversed (Satterthwaite, 2001). The belief that poverty stems from individual deficiencies is an old one indeed. Religious doctrines that equated wealth with the favour of God was central to the Protestant reformation and the blind, crippled, or deformed people were believed to be under punishment by God, for either their or their parents' sins (Weber, 2001).

With the emergence of the concept of inherited intelligence in the 19th century, the eugenics movement went so far as to rationalize poverty and even sterilization for those who appeared to have limited abilities (Bourguignon & Chakravarty, 2004). The core premise of this dominant paradigm is that individuals should seek to maximize their own well being by making good choices and investments.

b. Cultural Belief Systems

The second theory of poverty roots its cause in the "Culture of Poverty". According to Ryan (1976), this theory suggests that poverty is created by the transmission over generations of a set of beliefs, values, and skills that are socially generated but individually held. Individuals are not necessarily to be blamed, because they are victims of their dysfunctional subculture or culture.

Technically, the culture of poverty is a subculture of poor people in ghettos, poor regions, or social contexts where they develop a shared set of beliefs, values and norms for behaviour that are separate but embedded in the culture of the main society. The underlying argument of conservatives like Murray (1984) is that government welfare perpetuated poverty by permitting a cycle of “welfare dependency” which poor families develop and pass on to others along with the skills needed to work the system rather than to gain paying employment (Asen, 2002). Elimination of structural barriers to better jobs through education and training was touted as panacea for success.

c. Economic, Political, and Social Distortions (Lack of Inclusion)

Theorists in this tradition look to the economic, political, and social system which causes people to have limited opportunities and resources with which to achieve income and well being. Rank, Yoon & Hirsch (2003), noted that what should be addressed are not the losers of the game but rather, the fact that the game produced losers in the first place. The thinkers of this epoch explored how social and economic systems overrode and created individual poverty situations. For example, Karl Marx showed how the economic system of capitalism created the “reserve army of the unemployed” as a conscientious strategy to keep wages low (Jencks, 1996). Later Durkheim showed that even the most personal action (suicide) was in fact mediated by social systems. Much of the scholars in this perspective suggested that the economic system is structured in such a way that poor people fall behind regardless of how competent they may be (Jencks, 1996). No discussion on poverty can be complete without acknowledging that discriminated people or groups have limited opportunities regardless of the provision of legal protections.

d. Geographical Disparities

Shaw (1996) pointed out that the geography of poverty is a spatial expression of the capitalist system. Recent explanations include disinvestment, proximity to natural resources, density, diffusion of innovation, and other factors. Morrill & Wohlenberg (1992) argued that the movement of households and jobs away from poor areas in rural regions creates a separation of work, residence, economic, social and political life. According to Bradshaw (2000), in a world in which the criteria for investment is location, it is not unreasonable to track investments to neighbourhoods, communities and regions in which there is already substantial investment, while leaving less attractive areas.

A second theoretical insight given by Jencks (1996), stated that rural areas are often the last stop of technologies; low wages and competitive pricing dominate production. The lack of infrastructure that allows development of human resources limits economic activity that might use these resources.

e. Cumulative and Cyclical Interdependencies

This theory of poverty is by far the most complex and to some degree builds on components of each of the other theories such that looks at the individual and their community as caught in a spiral of opportunities and problems, and that once problems dominate, they close other opportunities and create a cumulative set of problems that make any effective response nearly impossible (Bradshaw, 2000). The cyclical explanation explicitly looks at individual situations and community resources as mutually dependent. A faltering economy creates individuals who lack resources to participate in the economy. This in turn makes economic survival even harder for the community since people pay fewer taxes. Sher (1977) focused on the cycle by which education and employment at the community and individual level interact. For example, at the community level, lack of employment opportunities leads to migration, closing small businesses and declining local tax revenues, which leads to deterioration of the schools, which leads to poorly trained workers, leading firms not to be able to utilize cutting edge technology and to the inability to recruit new firms to the area, which leads back to a greater lack of employment. This

study shall be based on these theories of poverty in Nigeria. This is because; the elitist class tend to alienate the rest of the citizenry from access to employment opportunities, thereby aggravating the level of poverty in the country.

2.2.2 Theory of Skill Acquisition (The Dreyfus' theory of skill acquisition)

The study of Skill Acquisition all over the world draws from the early works of Professor Stuart Dreyfus, a Mathematician and Professor Hubert Dreyfus, a philosopher—from their study of chess players and pilots. Briefly, the Dreyfus theory posits that, in the acquisition and development of a skill, one passes through five levels of proficiency. The levels reflect changes in two general aspects of skill performance. One is a movement from reliance on abstract principles to the use of past, concrete experience as paradigms. The other is a change in the perception and understanding of a demand situation so that the situation is seen less as a compilation of equally relevant bits and more as a complete whole in which only certain parts are relevant (Benner, 1982).

- a. Novice:** In the novice level, beginners have no experience with the situations in which they are expected to perform tasks. In order to give them entry to these situations, they are taught about them in terms of objective attributes. These attributes are features of the task that can be recognized without situational experience. Novice practitioners are also taught rules to guide action in respect to different attributes. The heart of the difficulty that the novice faces is the inability to use discretionary judgment. Since novices have no experience with the situation they face, they must use context-free rules to guide their task performance.
- b. Advanced beginner:** The advanced beginner is one who can demonstrate marginally acceptable performance. This person is one who has coped with enough real situations to note (or to have them pointed out by a mentor) the recurrent meaningful situational components, called aspects. In the Dreyfus theory, the term "aspects" has a very specific meaning. Unlike the measurable, context-free attributes or features that the inexperienced novice uses, aspects are overall, global characteristics that require prior experience in actual situations for recognition (Benner, 1982). An instructor or mentor can provide guidelines for recognizing such aspects. While aspects may be made explicit, they cannot be made completely objective. Aspect recognition is dependent on prior experience.

The advanced beginner, or instructor of the advanced beginner, can formulate guidelines for actions in terms of attributes and aspects. These action guidelines integrate as many attributes and aspects as possible, but they tend to ignore the differential importance. In other words, they treat all attributes and aspects as equally important.

- c. Competent:** Competent level typifies the period by which the learner has been on the job two to three years. It develops when the learner begins to see his or her actions in terms of long-range goals or plans. The learner is consciously aware of these plans and the goal or plan dictates which attributes and aspects of the current and contemplated future situation are to be considered most important and which can be ignored. For the competent learner, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem. The competent learner lacks the speed and flexibility of the learners who have reached the proficient level, but the competency stage is characterized by a feeling of mastery and the ability to cope with and manage the many contingencies of the profession. The competent learner's conscious, deliberate planning helps to achieve a level of efficiency and organization. In some organizations, learners at this stage can benefit from decision-making games and simulations that give them practice in planning and coordinating multiple, complex demands. The competent level is supported and reinforced institutionally, and many learners may stay at this level because it is perceived as the ideal by their supervisors. The standardization and routinization of procedures, geared to manage the high

turnover in most organizations, most often reflect the competent level of performance. Most in-service education is aimed at the competent level of achievement.

- d. Proficient:** With continued practice, the competent performer moves to the proficient stage. Characteristically, the proficient performer perceives situations as wholes, rather than in terms of aspects, and performance is guided by maxims. Maxims are used to guide the proficient performer, but a deep understanding of the situation is required before a maxim can be used. Maxims reflect what would appear to the competent or novice performer as unintelligible degrees of the situation. Experience teaches the proficient performer what typical events to expect in a given situation and how to modify plans in response to these events. Because of the experience-based ability to recognize whole situations, the proficient performer can now recognize when the expected normal picture does not present itself, that is, when the normal situation is absent. The holistic understanding of the proficient performer improves his or her decision making. Decision making is now less labored since the performer has a perspective about which of the many attributes and aspects present are the important ones.
- e. Expert:** At the expert level, the performer no longer relies on an analytical principle (rule, guideline, or maxim) to connect her/his understanding of the situation to an appropriate action. The expert performer, with her/his enormous background of experience, has an intuitive grasp of the situation and zeros-in on the accurate region of the problem without wasteful consideration of a large range of unfruitful possible problem situations. It is very frustrating to try to capture verbal descriptions of an expert performance because the expert operates from a deep understanding of the situation in that, as the Dreyfus Model of Skill Acquisition posits, the expert performance is holistic rather than fractionated, procedural, and based upon incremental steps.

3.0 METHODOLOGY

This study was conducted among 62 beneficiaries and non-beneficiaries of NDE skill acquisition programs, randomly selected for convenience in Delta State, Nigeria. A descriptive survey design was used because of its relevance in the quantitative nature of this study. In trying to determine the nature of the effect of NDE to employment generation and poverty alleviation; self-administered questionnaire was used to collect data from the respondents. A five-point likert scale was used. Statistical Package for Social Sciences (SPSS) was used for data analysis and statistical descriptive reporting methods were used to illustrate the nature of the effect between the main variables of NDE as a tool and employment generation and poverty alleviation..

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This segment is dedicated to the presentation, analysis and interpretation of data obtained by the researcher in the conduct of this research. Primary data was obtained through the instrument of questionnaires administered to a total of sixty-two respondents. Information presented was done in tables to aid understanding.

Hypothesis 1:

H1: Awareness of the existence and mandate of NDE as intervention programme is high among youths of Delta State, Nigeria.

Level of awareness of NDE program in Delta State

I know about NDE and its operations in Delta State

Frequency	Percent	Valid Percent	Cumulative	Bootstrap for Percent ^a
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	Frequency	Percent	Valid Percent	Cumulative Percent	Bias	Std. Error	95% Confidence Interval	
							Lower	Upper
Valid Disagree	7	11.3	11.3	11.3	.1	4.0	4.8	19.4
Strongly Disagree	9	14.5	14.5	25.8	.1	4.5	6.5	24.2
Agree	28	45.2	45.2	71.0	-.2	6.2	33.9	58.1
Strongly Agree	18	29.0	29.0	100.0	-.1	5.8	17.7	40.3
Total	62	100.0	100.0		.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

I have benefitted from the program of NDE in Delta State

	Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent ^a			
					Bias	Std. Error	95% Confidence Interval	
							Lower	Upper
Valid Strongly Disagree	44	71.0	71.0	71.0	.1	5.8	59.7	82.3
Strongly Agree	18	29.0	29.0	100.0	-.1	5.8	17.7	40.3
Total	62	100.0	100.0		.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

NDE and its programs are given wide publicity

	Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent ^a			
					Bias	Std. Error	95% Confidence Interval	
							Lower	Upper
Valid Disagree	21	33.9	33.9	33.9	.2	5.8	22.6	45.2
Agree	34	54.8	54.8	88.7	-.5	6.2	41.9	66.1
Strongly Agree	7	11.3	11.3	100.0	.2	4.1	4.8	21.0
Total	62	100.0	100.0		.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

NDE programs are open to all Delta State indigenes

	Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent ^a			
					Bias	Std. Error	95% Confidence Interval	
							Lower	Upper
Valid Disagree	11	17.7	17.7	17.7	.3	4.7	9.7	27.4
Strongly Disagree	25	40.3	40.3	58.1	-.1	6.2	27.4	53.2
Agree	15	24.2	24.2	82.3	-.4	5.5	14.5	35.5
Strongly Agree	11	17.7	17.7	100.0	.2	4.8	8.1	27.4
Total	62	100.0	100.0		.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Benefit from NDE programs are largely based on merit

	Frequency	Percent	Valid Percent	Cumulative Percent	Bootstrap for Percent ^a			
					Bias	Std. Error	95% Confidence Interval	
							Lower	Upper
Valid Disagree	24	38.7	38.7	38.7	.2	6.0	27.4	50.0
Strongly Disagree	22	35.5	35.5	74.2	-.2	6.0	24.2	46.8
Agree	6	9.7	9.7	83.9	-.2	3.8	3.2	17.7
Strongly Agree	10	16.1	16.1	100.0	.2	4.7	8.1	25.8
Total	62	100.0	100.0		.0	.0	100.0	100.0

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

The result indicates the frequency distribution of the level of awareness of NDE in Delta State. This indicated a good position that NDE and its activities are widely publicized in Delta State. This shows that the alternate hypotheses of this study are true.

From the result of the individual variables tested in this study, 46 (74%) out of 62 respondents strongly agree/agree that they know about NDE and its programs in Delta State; while 16 (26%) of them strongly disagree/disagree to the assertion. 18 (29%) of the respondents strongly agree/agree that they

have benefitted directly or indirectly from the programs of NDE in the state, while 44 (71%) of the respondents strongly disagree/disagree to have enjoyed any impact of the program. 41 (66%) of the respondents strongly agree/agree to this claiming that the NDE programs in the state enjoy wide coverage. Talking about the openness of the NDE programs in the state, 26 (42%) respondents strongly agree/agree that NDE programs are open, however, 36 (58%) of the respondents strongly disagreed/disagree. As for the number of beneficiaries of the program, 16 (26%) respondents strongly agree/agree that they have benefited from the program, while 46 (74%) respondents strongly disagree/disagree to this assertion.

Hypothesis 2:

H1: Vocational skill acquisition of the NDE has led to employment generation in Delta State.

. Effect of vocational skill acquisition Scheme on employment generation in Delta State.

		Descriptive Statistics				
		Statistic	Bootstrap ^a			
			Bias	Std. Error	95% Confidence Interval	
					Lower	Upper
I have benefitted from NDE skill acquisition in Delta State	Mean	2.7581	.0123	.1853	2.4194	3.1448
	Std. Deviation	1.47865	-.00668	.08801	1.27208	1.62796
	N	62	0	0	62	62
There is increased number of micro and small scale businesses in Delta State	Mean	2.0000	.0000	.0000	2.0000	2.0000
	Std. Deviation	.00000	.00000	.00000	.00000	.00000
	N	62	0	0	62	62
There is reduced rate of poverty in Delta State	Mean	2.0968	.0096	.1478	1.8226	2.4032
	Std. Deviation	1.16941	-.00816	.07760	.98705	1.29682
	N	62	0	0	62	62
there is reduced rate of youth restiveness in Delta State	Mean	2.8387	.0073	.1834	2.4839	3.2097
	Std. Deviation	1.43942	-.00891	.06908	1.28171	1.55696
	N	62	0	0	62	62

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

		Correlations			
		I have benefitted from NDE skill acquisition in Delta State	There is increased number of micro and small scale businesses in Delta State	There is reduced rate of poverty in Delta State	there is reduced rate of youth restiveness in Delta State
I have benefitted from NDE skill acquisition in Delta State	Pearson Correlation	1	. ^a	.876 ^{**}	.836 ^{**}
	Sig. (2-tailed)		.	.000	.000
	N	62	62	62	62
	Bias	0	. ^d	-.001	.000
	Std. Error	0	. ^d	.040	.044
I have benefitted from NDE skill acquisition in Delta State	Bootstrap ^c	1	. ^{d,e}	.790	.743
	95% Confidence Interval	1	. ^{d,e}	.944	.912
There is increased number of micro and small scale businesses in Delta State	Pearson Correlation	. ^a	1	. ^a	. ^a
	Sig. (2-tailed)	.		.	.
	N	62	62	62	62
	Bootstrap ^c Bias	. ^d	. ^d	. ^d	. ^d

		Std. Error	. ^d	. ^d	. ^d	. ^d
			. ^{d,e}	. ^{d,e}	. ^{d,e}	. ^{d,e}
		95% Confidence Interval				
			. ^{d,e}	. ^{d,e}	. ^{d,e}	. ^{d,e}
		Pearson Correlation	.876**	. ^a	1	.857**
		Sig. (2-tailed)	.000	.		.000
		N	62	62	62	62
		Bias	-.001	. ^d	0	-.001
		Std. Error	.040	. ^d	0	.029
There is reduced rate of poverty in Delta State			.790	. ^{d,e}	1	.786
	Bootstrap ^c	95% Confidence Interval				
			.944	. ^{d,e}	1	.907
		Pearson Correlation	.836**	. ^a	.857**	1
		Sig. (2-tailed)	.000	.	.000	
		N	62	62	62	62
		Bias	.000	. ^d	-.001	0
		Std. Error	.044	. ^d	.029	0
there is reduced rate of youth restiveness in Delta State			.743	. ^{d,e}	.786	1
	Bootstrap ^c	95% Confidence Interval				
			.912	. ^{d,e}	.907	1

** . Correlation is significant at the 0.01 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

d. Based on 0 samples

e. A 95% confidence interval requires at least 39 bootstrap samples.

The result indicates Pearson Product Moment Correlation coefficient of .836 and .857 respectively. This indicated a good position that leadership dynamism and risk management relationship was statistically consistent. The p-value was less than 0.01 which indicates that all the tested variables were statistically significant. This shows that there is a relationship between NDE and employment creation in Delta State. However, the data collected did not show the degree.

5.0 CONCLUSION

This study set out to ascertain the impact of NDE on employment generation in Delta State of Nigeria. The response from most of the respondents evaluating NDE and its programs was not comprehensive. This is because most of the respondents signed that the program is always open, based on merit and received wide publicity coverage, yet, only about 18 of the respondents have benefitted from the program. NDE has not achieved the expected impact in Delta State as at the

time of data collection for this study. This is given the response of most of the respondents to the variables of increased number of micro and small businesses in the state; reduced rate of poverty among Deltans; reduced rate of youth restiveness; among others.

From the literature reviewed in this study, the philosophy of the NDE is self enterprise, which emphasizes self-employment and self-reliance in preference to wage employment. This philosophy is pursued through policy planning and well articulated programmes of Rural Employment Promotion (REP), Vocational Skills Development Programme (USD), Special Public Work Programme (SPWP), and Small Scale Enterprise Programme (SSE).

Given the above, it is recommended that a repeat of the study be done with data collected through interview conducted with the respondents under strict private arrangement and no external influence.

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