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**EVALUATION OF THE IMPLEMENTATION OF METALWORK SKILLS ACQUISITION PROGRAMMES IN KATSINA STATE.**

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**Abstract**

*This study focuses on the Evaluation of the Implementation of Metalwork Skills Acquisition Programmes in Katsina State, Nigeria. 2 research questions, and 1 null hypothesis guided the study. The study is delimited to metalwork tools, qualification and experience of the instructors. The literature was reviewed under the theoretical and conceptual frameworks of the study, and the review of related empirical studies. The research design adopted for this study was descriptive survey research design. The study used 41 and 39 instructors and administrators of the Metalwork Skills Acquisition Programmes (MSAPs) in Katsina State. A structured questionnaire was used as an instrument for data collection which was validated by three experts, and having a reliability index of 0.80 according to Cronbach Alpha formular. Statistical Package for Social Sciences (SPSS) was used for the data analysis. The descriptive statistics of mean was used in answering the research questions, while standard deviation was used in determining the closeness of the mean score, with z-test used in testing the null hypothesis formulated at 0.05 level of significant. The findings of the study showed that: the MSAPs in Katsina State were faced with inadequate tools and facilities, and majority of the instructors were qualified and experienced. The hypotheses tested indicated that there were no significant differences in the mean responses of the instructors and the trainees on the adequacy of metalwork tools and facilities. Based on the findings, the study recommended among others that, adequate metalwork tools and facilities should be provided in line with NBTE minimum standard for teaching metalwork, the small number of unqualified instructors should go for in-service studies among others.*

**Keywords:** *Evaluation, Implementation, Metalwork, Skills Acquisition Programmes.*

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## **Introduction**

The genesis of unemployment in Nigeria emanated from the oil boom period of 1970s. During this time, the Government of Nigeria and individuals neglected acquisition of vocational and technical Skills through different programmes, that have the capacity of empowering the youths and strengthening the national economy (Ekong & Ekong, 2016). The growing unemployment in Nigeria and its consequences constitute a serious challenge to the socioeconomic development, with negative effects on the teeming youths and the future generations.

Analysis by the National Bureau of Statistics (NBS, 2017a), revealed that, the economically active or working age population (15-64 years of age) increased from 110.3 to 111.1 million from the second quarter to third quarter of 2017, resulting to population increase by 0.8 million, and the unemployment rate increased relatively from 16.2% to 18.8% having rate of employment increase by 2.6%. This unemployment varies according to the nature of economic activities predominant in a state. States such as Katsina, Jigawa, and Gombe; were recorded the highest unemployment rates during the review period, with: 46.19%, 42.01% and 38.38% respectively (NBS, 2017b). The accelerated unemployment and poverty situation in Nigeria and its consequences constitute a serious nuisance to the economic growth, and peace stability.

Resultantly, unemployment has created a podium for criminal behaviours ranging from insurgency to kidnapping/arm-banditry. Some criminal behaviours in Nigeria were a result of absence of Vocational and Technical Skills for self-employment and self-reliance (Ekong & Ekong, 2016). He added that, Skills Acquisition Programmes have emerged as one of the most effective development strategies that African countries need to embrace in order to train technical manpower, and provide self-employment to teeming youths for socioeconomic development.

These Vocational and Technical Skills are acquired in Skills Acquisition Programmes depending on trade. In the context of this study, the Skills Acquisition programme denotes formal training of people to acquire skills, knowledge, and attitudes in metalwork trades such as in welding and fabrication, Fitting, casting, and forging by the use of tools and equipment to convert material into good. Through such Metalwork Skills Acquisition Programmes (MSAPs); the establishment of small business helps to generate substantial amount of

employment and income which are essential part of a country's Gross Domestic Product (GDP), and also reduce unemployment and poverty level, and provides utilization of human resources.

More importantly, development of MSAPs has become a strategic necessity, because it builds system of strong capacity which may guarantee an equitable access to employment opportunities, particularly to the youths. Moreover, it seems apt to hug the suggestion of Okwe (2006), that since; steel, articles-making, and automobile manufacturing formed the industrial base of the Advanced Nations; Technical Skills Acquisition Programmes in Nigeria must be redesigned to increase opportunities for youths to acquire knowledge and skills needed for professions in different fields of technology. This can be achieved through effective implementation that will ensure quality and relevance of training. The effective implementation involves proper translating the plans of the programmes into real action by the use of relevant tools and facilities, personnel, and appropriate instructional methods for the attainment of the planned objectives. Implementation according to Obanya (2014), is a day-to-day activities, which school management and instructors undertake in the pursuit of their programmes' objectives. It involves executions of plans and policies by the use of resources available, and continuous decision making towards achievement of the objectives and goals of programmes.

The effective implementation can be assured by evaluation, which seeks to collect multiple evidences to indicate the value of programmes or their processes, the extent of progress towards the stated goals and the use of the evidences to influence future action. It is linked with auditing activities and assurance in achieving quality through compliance with standard and expectations in inputs, process, and product. This is because the value judgment of the implementation of a MSAPs may not be reliable and satisfactory unless by evaluation.

### **Statement of the Research Problem**

It has been observed that in spite of huge investment by the government in establishing Skills Acquisition Centres across the country; unemployment and poverty seems to be getting worse, and thus, make youths to become involved in various criminal activities (Longe, 2016). He further noted that, high rate of crimes and shady deals ranging from armed robbery, fee fraud, kidnapping, prostitution, human trafficking, militancy, cultism, armed-banditry and insurgency; have been linked to the unemployment and poverty situation in the country. All these may be due to the fact that lack of job opportunities which seems to be common among youths in Nigeria may be due to the lack of pre-

requisite skills in metalwork trade components from Skills Acquisition Centres, as the trend analysis of MSAPs indicates negative disposition of how the programmes are implemented. It is against this backdrop that the researcher evaluated the implementation MSAPs in Katsina State, Nigeria.

### **Aim and Objectives of the Study**

The aim of the study is to evaluate the implementation of MSAPs in Kastina State. Specifically, the study sought to achieve the following objectives:

1. Determine the adequacy of metalwork tools and facilities in the Skills Acquisition Centres;
2. Determine the qualification and experience of the instructors.

### **Research Questions**

The following research questions guided the study:

1. How adequate are the metalwork tools and facilities for the implementation of Skills Acquisition Programmes in Katsina State?
2. What are the qualification and experience of the instructors for the implementation of Metalwork Skills Acquisition Programmes in Katsina State?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significant:

**HO<sub>1</sub>:** There is no significant difference in the mean responses of the instructors and the administrators on the adequacy of metalwork tools and facilities in the Skills Acquisition Centres in Katsina State;

### **Research Methodology**

The research design adopted for this study is descriptive survey research design. The study covered 8 metalwork Skills Acquisition Centres in Katsina State which include: Katsina State Youth Empowerment Programme, Katsina State Youth Reformatory Centre, and the 6 NDE Metalwork Skills Acquisition Centres located in: Katsina, Daura, Funtua, Kurfi, Jibiya, and Rimaye. The population for the study comprises of all the 44 instructors and the 36 administrators of the MSAPs in Katsina State. The data collection instrument used was a structured questionnaire which was divided into 3 sections (A-C). Section A elicited personal information on the respondent, section B contains 133 items on the adequacy of

metalwork tools and facilities using NBTE minimum requirement for teaching metalwork , while Section C contains 13 items which deals with the qualification and experience of the instructors.

The research instrument was face and content validated by 3 experts, and the reliability of the instrument was ascertained by administering the research instrument to 4 administrators and 7 instructors at Business Apprenticeship Training Centre Bichi, Kano State. The reliability index of the instrument was found to be 0.80 using Cronbach Alpha formular. The researcher and 3 trained research assistants conducted the administration and retrieval of the filled questionnaires. The data collected for the research question 1 (section B) and 2(section C) were analyzed using frequency and percentage mode. Z-test was used in testing the null hypothesis at 0.05 level of significance. SPSS was used in the data computation.

## RESULTS AND DISCUSSION

### Research Question 1

How adequate are the metalwork tools and facilities for the Implementation of Skills Acquisition Programmes in Katsina State?

**Table 1: Frequency count and percentages of respondents on the adequacy of the metalwork tools and facilities for the implementation of skills acquisition programmes in Katsina State**

S/N	ITEM	MINIMUM QUANTITY REQUIRED	QUANTITY AVAILABLE (%)				AVERAGE (%)	REMARK
			Administrators		Instructors			
	Vice 150mm	22	12.7	57.86	9.5	43.07	50.47	Adequate
	Benches	6	6.2	104.05	5.4	89.17	96.61	Adequate
	Hacksaw	20	5.7	28.38	5.8	28.75	28.56	Inadequate
	250mm flat rough file	22	8.9	40.66	6.3	28.41	34.54	Inadequate
	10" hand rough file	52	9.5	18.30	7.5	14.47	16.38	Inadequate
	10" round rough file	22	16.6	75.68	14.5	65.91	70.79	Adequate
	10" half-round file	22	14.1	63.88	14.8	67.16	65.52	Adequate
	10" square rough file	22	10.8	49.02	16.6	75.34	62.18	Adequate
	200mm warding file	22	5.1	23.22	2.0	8.86	16.04	Inadequate
	Wallet of warding file	22	3.4	15.60	1.0	4.55	10.07	Inadequate
	steel rule	20	18.0	89.86	11.2	55.75	72.81	Adequate
	Tape rule	20	14.7	73.51	12.4	61.88	67.69	Adequate
	Dividers	10	3.2	32.43	2.2	22.25	27.34	Inadequate

Scribers	10	5.4	54.05	2.3	22.75	38.40	Inadequate
Pocket size venier	10	5.0	50.00	1.9	19.00	34.50	Inadequate
Calipers	10	3.1	31.35	2.0	19.75	25.55	Inadequate
Centre punch	10	5.4	54.32	2.0	20.00	37.16	Inadequate
1/2lb Hammer	5	13.9	277.84	7.5	150.50	214.17	Adequate
11/2lb Hammer	5	2.4	48.11	1.8	35.00	41.55	Inadequate
Oil can	5	19.4	41.62	16.3	81.50	38.06	Inadequate
Pair of pliers	20	12.4	97.16	9.1	91.25	89.33	Adequate
Tool box and lock	10	17.0	123.78	5.3	26.38	107.52	Adequate
Odd-leg calipers	20	4.4	84.86	10.4	207.50	55.62	Adequate
Engineers square	5	8.1	87.03	10.0	199.50	147.26	Adequate
Screw drivers	5	7.8	162.70	7.2	143.50	181.10	Adequate
Pair of tin snip	5	2.0	156.76	1.3	25.50	150.13	Inadequate
Nippy vice	5	2.5	40.00	2.1	106.25	32.75	Inadequate
Surface table	2	2.7	122.97	1.9	92.50	114.61	Adequate
Surface plates	2	1.4	136.49	1.0	51.25	114.49	Adequate
Surface gauge	2	1.1	67.57	1.1	52.50	59.41	Adequate
Venier height gauges	2	2.2	52.70	1.8	44.38	52.60	Adequate
Vee-blocks	4	2.2	54.73	2.1	53.13	49.55	Inadequate
Triangular scrapars	4	1.1	55.41	0.9	22.50	54.27	Adequate
Stock and dies	4	1.0	27.70	1.0	19.50	25.10	Inadequate
Metric sets	5	0.0	20.54	0.0	0.00	20.02	Inadequate
Mallet hammer	5	6.6	0.00	6.0	119.00	0.00	Not Adequate
Socket spanners	5	0.0	131.35	0.8	19.38	125.18	Adequate
Vee-blocks 200mm	4	7.3	0.00	4.9	98.00	9.69	Inadequate
Open spanner	5	1.1	145.95	2.0	97.50	121.97	Adequate
Pedastal grinder	2	0.0	54.05	0.3	10.00	75.78	Adequate
Reamers 3-25mm	3 sets	0.0	0.00	0.3	8.33	5.00	Inadequate
Reamer machine	3	0.0	0.00	0.4	11.67	4.17	Inadequate
Dial gauge	3	3.6	0.00	3.1	31.00	5.83	Inadequate
Flat chisels	10	6.5	35.95	5.6	55.75	33.47	Inadequate
Round chisels	10	6.2	65.14	9.8	97.75	60.44	Adequate
Diamond chisel	10	7.7	62.43	7.5	74.75	80.09	Adequate
Cross- cut chisel	10	1.1	77.03	0.8	26.67	75.89	Adequate
Straight shank drill (10	3	1.3	36.94	1.9	61.67	31.80	Inadequate
Straight shank drill (15mm)	3	0.4	42.34	0.3	9.17	52.00	Adequate
Taper shank drill	3	0.3	11.71	0.0	0.00	10.44	Inadequate

Drift	2	0.0	16.22	0.0	0.00	8.11	Inadequate
Heat treatment furnace	3	2.2	0.00	3.1	101.67	0.00	Inadequate
Micrometre (0-25)	3	2.4	74.77	3.7	122.50	88.22	Adequate
50mm Micrometre	3	3.6	80.18	3.7	121.67	101.34	Adequate
75mm Micrometre	3	2.5	121.62	3.1	104.17	121.64	Adequate
100mm Micrometre	3	0.5	83.78	0.0	0.00	93.98	Adequate
Micrometre (100-125)	3	0.3	18.02	0.0	0.00	9.01	Inadequate
Micrometre (125-150)	3	2.3	9.01	2.2	71.67	4.50	Inadequate
Protractors	3	1.3	76.58	1.3	41.67	74.12	Adequate
Bevel	3	1.4	44.14	1.0	34.17	42.91	Inadequate
Combination set	3	2.5	45.05	2.4	80.00	39.61	Inadequate
Venier	3	0.0	84.68	0.0	0.00	82.34	Adequate
Optical	2	0.0	0.00	0.0	0.00	0.00	Inadequate
Limit gauge	2	0.0	0.00	0.0	0.00	0.00	Inadequate
Telescopic gauge	2	1.1	0.00	0.0	0.00	0.00	Inadequate
Plug gauge	2	0.0	52.70	0.0	0.00	26.35	Inadequate
Slip gauge set	2	2.8	0.00	2.5	122.50	0.00	Inadequate
Feeler gauge 05-64	2	5.4	140.54	3.7	186.25	131.52	Adequate
Engineers square	2	6.5	271.62	6.3	313.75	228.94	Adequate
Caliper	2	0.5	325.68	0.0	0.00	319.71	Adequate
Screw pitch gauges	2	0.0	22.97	0.0	0.00	11.49	Inadequate
Blacksmith forge	2	3.3	0.00	4.0	197.50	0.00	Inadequate
Blacksmith tools	2 each	2.1	163.51	1.9	96.25	180.51	Adequate
Anvil	2	1.1	106.76	0.8	38.75	101.50	Adequate
Forge hammer	2	2.7	52.70	2.5	126.25	45.73	Inadequate
Fuller	2	2.4	133.78	2.1	102.50	130.02	Adequate
Flatter	2	2.2	118.92	2.0	97.50	110.71	Adequate
Pinches	2	2.2	112.16	1.9	93.75	104.83	Adequate
Drifts	2	2.1	112.16	1.8	87.50	102.96	Adequate
Tongs (assorted)	2 each	0.0	106.76	0.0	0.00	97.13	Adequate
Arbor press	2	0.0	0.00	0.0	0.00	0.00	Inadequate
Extractors	2	1.2	0.00	1.0	95.00	0.00	Inadequate
Pipe sender	1	5.4	116.22	5.6	280.00	105.61	Adequate
Snip 250mm	2	0.0	270.27	0.0	0.00	275.14	Adequate
Stud extractors	2	0.0	0.00	0.0	0.00	0.00	Inadequate
Circlip plier	2	1.1	0.00	0.9	45.00	0.00	Inadequate
Pipe wrench	2	0.0	52.70	0.0	0.00	48.85	Inadequate
Self-grip wrench	1	2.2	0.00	1.9	38.00	0.00	Inadequate
Guillotine machine	5	6.5	44.86	5.3	105.50	41.43	Inadequate
G-clamp	5	6.5	129.73	6.4	127.50	117.61	Adequate

Tool-makers clamp	5	9.7	129.19	7.8	155.50	128.34	Adequate
Bradawl	5	7.6	194.59	7.2	144.00	175.05	Adequate
Brace	5	2.2	151.89	1.6	32.50	147.95	Adequate
Portable hand drill	5	2.4	43.78	1.7	34.50	38.14	Inadequate
Electrical hand drilling machine	5	0.0	48.65	0.0	0.00	41.57	Inadequate
Parallel and taper leach shank reamers		0.0	0.00	0.0	0.00	0.00	Inadequate
Off-hand grinder	2	2.3	0.00	1.9	96.25	0.00	Inadequate
Surface grinder	2	1.4	113.51	1.3	63.75	104.88	Adequate
Cylindrical grinder	2	1.3	68.92	1.3	65.00	66.33	Adequate
Planner	2	0.0	66.22	0.0	0.00	65.61	Adequate
Strap clamp	2	2.2	0.00	2.2	44.00	0.00	Inadequate
C-clamp	5 each	0.0	43.24	0.0	0.00	43.62	Inadequate
furnace	1	0.0	0.00	0.0	0.00	0.00	Inadequate
Arc welding booth	8	0.0	0.00	0.0	0.00	0.00	Inadequate
Gas welding booth	4	1.1	0.00	1.0	47.50	0.00	Inadequate
CO <sub>2</sub> cylinders	2	2.4	54.05	1.9	37.50	50.78	Adequate
Transformers with D.C generator	5	0.0	47.03	0.0	0.00	42.26	Inadequate
A/C transformer	2	2.3	0.00	1.8	90.00	0.00	Inadequate
Electrode holders	2	7.7	114.86	6.5	64.75	102.43	Adequate
Aprons (Assorted)	10	16.2	76.76	13.2	131.50	70.75	Adequate
Hand gloves	20	17.5	162.43	15.4	76.75	146.97	Adequate
Head shield	20	21.7	87.30	17.8	88.88	82.02	Adequate
Wire brush	10	12.1	108.51	11.1	111.00	98.69	Adequate
Electrical heaters	10	0.0	121.08	0.0	0.00	116.04	Adequate
Pliers	10	2.4	0.00	1.5	72.50	0.00	Inadequate
Welding goggles	2	8.9	120.27	6.7	67.25	96.39	Adequate
cylinder trolley	10	0.1	89.19	0.0	0.00	78.22	Adequate
Oxygen regulators	5	4.3	2.70	4.6	231.25	1.35	Inadequate
Regulators	2	3.3	214.86	2.8	55.50	223.06	Adequate
Hoses& attachment	5	3.5	65.95	2.7	54.50	60.72	Adequate
Blow-pipes	5	3.5	70.27	2.8	56.00	62.39	Adequate
Blow-pipes	5	1.4	69.73	1.2	57.50	62.86	Adequate
First-aid boxes	2	2.2	67.57	1.9	61.67	62.53	Adequate
Shovel	3	2.1	72.97	2.0	65.83	67.32	Adequate
Trowel	3	0.0	71.17	0.1	1.67	68.50	Adequate
Riddle	3	2.9	0.00	2.8	92.50	0.83	Inadequate
Rammer	3	1.2	96.40	1.0	51.25	94.45	Adequate
Slick tool	2	2.1	59.46	2.0	50.63	55.35	Adequate



Lifter	4	3.5	53.38	2.5	61.25	52.00	Adequate
Sprue pin	4	1.1	86.49	0.9	29.17	73.87	Adequate
Vent wire	3	0.6	36.94	0.5	15.83	33.05	Inadequate
Swab	3	0.5	18.92	0.6	27.50	17.38	Inadequate
Draw spike	2	12.7	27.03	9.5	43.07	27.26	Inadequate

The information in Table 1 shows that item 3,4,9,10,13,14,15,16,17,19,20,26,27,32,34,35,36,38,41,42,43,44,48,50,51,52,57, 58,60,61,63,64,65,66,67,71,72,75,81,82,85,86,87,88,89,94,95,96,97,101,102,103,104,105,107,108,115,118,126,131,132, and 133 are inadequate for the implementation of MSAPs in Katsina State. These are indicated by their average percentages of below 50% in the above table.

### Research Question 2

What are the academic qualification and experience of the instructors for the implementation of Metalwork Skills Acquisition Programmes in Katsina State?

**Table 2:** Academic Qualification of the metalwork instructors

S/N	ACADEMIC QUALIFICATION OF THE INSTRUCTORS	FREQUENCY	PERCENTAGE (%)	(F)
134	City & Guild/WAEC Technical	1	1.30	
135	Advanced National Technical Certificate (ANTC)	2	2.60	
136	Ordinary National Diploma (OND)	5	6.50	
137	National Certificate of Education Technical	19	24.67	
138	Higher National Diploma (HND)	12	15.58	
139	Bachelor of Technology Education	35	45.45	
140	Bachelor of Science in Technology Education	2	2.60	
141	Master in Technology Education	00	0.00	
142	Others	1	1.30	
	<b>Total</b>	<b>77</b>	<b>100.00</b>	

**Table 3:** Year of Teaching Experience of the Metalwork Instructors:

S/N	YEAR OF TEACHING EXPERIENCE	FREQUENCY (F)	PERCENTAGE (%)
143	1-3 years of teaching experience	06	7.80
144	4-6 years of teaching experience	11	14.30

145	7-9 years of teaching experience	35	45.40
146	10 to above years of teaching experience	25	32.50
	<b>Total</b>	<b>77</b>	<b>100.00</b>

The table 2 above indicated that the instructors of Metalwork Skills Acquisition Centres in Katsina State were qualified to teach the trainees as indicated by their frequency and percentage. Only instructors with National Certificate on Education Technical and Bachelor of Technical Education were considered qualified, and their percentages were 24.67 and 45.45 respectively. Adding the two together, the percentage was 70.17 of the entire population of the instructors. It showed that, there were qualified teachers in the Metalwork Skills Acquisition Centres in Katsina State.

In table 3, the instructors that worked for 7 years and above were considered as experienced instructors, while those who worked below 7 years were considered less experienced. The table 4 above shows that, the instructors of the Metalwork Skills Acquisition Programmes in Katsina State had enough years of teaching experience as indicated by their frequency and percentage mode of 45.40 and 32.50. Summing up the two percentages, the percentage was 77.90 of the entire population. The inexperienced instructors with 1 to 6 years teaching experience emerged with 22.00%.

### Hypothesis

There is no significant difference in the mean responses of the instructors and the administrators on the adequacy of metalwork tools and facilities in the skills acquisition centres in Katsina State.

**Table 4: t-test Analysis of differences in the responses of instructors and the administrators on the adequacy of metalwork tools and facilities in the skills acquisition centres in Katsina State**

	LEVENE'S TEST FOR EQUALITY OF VARIANCES		T-TEST FOR EQUALITY OF MEANS						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
EQUAL VARIANCES ASSUMED	1.771	.184	1.092	75	.276	.59098	.54128	.47479	1.65674
EQUAL VARIANCES			1.092	74.517	.276	.59098	.54128	.47491	1.65686

NOT  
ASSUMED

Table 4 shows a summary of the t-test analysis of differences in the responses of instructors and the administrators on the adequacy of metalwork tools and facilities in the skills acquisition centres in Katsina State. The result of the analysis showed that the significant criterion (sig.) of the Levene's test for equality of variance was 0.184, which is less than 0.05 (the confidence level). Hence the t value in the first row was used. Therefore, equal variance assumed t value of 1.092 was compared with 0.05 level of significance. Since 1.092 is greater than 0.05, the hypothesis was therefore accepted.

### DISCUSSION OF FINDINGS

The Evaluation of the Implementation of Metalwork Skills Acquisition Programmes were carried out according to the perception of the instructors and the administrators of the MSAPs. The findings revealed that, there were inadequate supply of tools and facilities for teaching metalwork trades in the MSAP in Katsina, State. This situation is inconsistent with Audu, *et al*(2013), who opined that, "skills cannot be acquired in a vacuum atmosphere, but rather in a well-established and functional workshop with the right tools, equipment, and materials for effective implementation of programme. There is no doubt that teaching and learning in Metalwork Skills Acquisition Programmes (MSAPs) can be very difficult to achieve without adequate workshop training tools that are to be utilized in the acquisition of relevant skills. The state of the workshops of the MSAP in Katsina State do not adhere to the view of Oguayanya, *et al*(2017), who stressed the need for adequacy of tools and facilities in Technical and Vocational Education Programmes. It can be concluded that implementation of MSAPs requires a workshop setting with adequate training tools and facilities as a different learning atmosphere where the trainees may design, construct, and create.

The study also revealed that, the instructors of the MSAPs in Katsina State were qualified. Qualified teachers are important in any programme aimed at imparting knowledge and skills, because teachers quality determine to a great extent the quality of the trainees, and the effectiveness of the MSAPs. The improvement in students' achievement may directly relate to teacher's quality, and that no educational programme would function without quality educators. Teachers' quality on students' achievement is many times greater than variables such as home background, intelligence, learning facilities and atmosphere. Moreover,

Oranu (2009), concluded that no matter how laudable an education system and how well equipped, not much will be achieved in the absence of adequately qualified and experienced teachers. Akiri (2013), revealed that, inexperienced teachers are typically less efficient than experienced teachers. This development is was in consonance with Kenyatta (2009), who revealed that, experienced teachers are conversant with the use of wide variety of teaching methods and instructional materials to ensure that the students acquire knowledge and skills.

## CONCLUSION

As the finding revealed that, many tools and facilities were inadequate in the MSAP, funding need to be enhanced so as to equip the programmes with adequate tools and facilities. The programmes needs to call for a better collaborative and join-hand effort among the stakeholders to adopt effective strategies that will improve the implementation of the programmes towards skill acquisition, self-employment, and economic development.

## RECOMMENDATIONS

Based on the findigs of the study, the following recommendations were made:

1. Metalwork Skills Acquisition Programmes (MSAP) in Katsina State should conform to the NBTE minimum requirement for teaching metalwork in the purchase of tools and facilities for the implementation of their programmes;
2. The unqualified instructors should be immediately sent for in-service study to acquire B.Tech. Ed. In their relevant teaching area as to ensure quality in them;
3. The instructors having 1- 6 years teaching experience should be organized a workshop seminar, and retraining courses aimed at coping with task of general conditions prevailing in teaching services;

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