# Assessment Of Youth Empowerment Programme in Bauchi North Senatorial District

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## Abstract

The goal of this study was to evaluate the accomplishment or lack thereof of the youth empowerment initiatives based on technical and vocational education and training (TVET) in the Bauchi North Senatorial District. Two goals and two research questions served as the study's direction. The research design for the study, which was conducted in seven local government areas of the Bauchi North Senatorial District (Katagum, Jama'are, Itas-Gadau, Zaki, Shira, Gamawa, and Giade local governments), was a cross-sectional survey. 1400 recipients of the N-Build program's under N power are included in the study's population. A total of 140 samples, or 10% of the population sampled, were taken from this population, 20 beneficiaries from each of the seven local government areas in the senatorial district. The sample for this study was selected using the cluster sampling technique. Data gathering involved the use of a structured questionnaire. The Statistical Package for Social Science (SPSS) software, version 21, was used to analyze the data using mean and standard deviation. The outcome shows that the N-power build component of the N-power program, which is a TVET program, was successful in Bauchi North Senatorial District of Bauchi State. The N-power build component of the N-power program is a TVET program that trains youth in Bauchi North Senatorial District effectively on skill acquisition such as plumbing, carpentry, tiling, etc.

**Keywords:** *Technical Education, N-power, NSIP, Vocational Education*

**Introduction**

According to Okeke (2012) The vital role of vocational education in any country is to prepare people for skill work. Vocational and Technical education are those aspects of the educational process that include in addition to general education, the study of technologies and related sciences as well as the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. (National Policy on Education, 2004) Okeke (2012) defined vocational education as any form of education that provides skill, knowledge and attitude necessary for effective employment in an organization. He views technical education as a special grade of vocational education that needs more mathematics and science whereas vocational education encompasses business education, technical education, home economics education, etc., especially when they are offered at levels below university.

According to Idiali (2009) vocational education primarily prepares students for jobs requiring manual dexterity or non-technical jobs in the fields of Agriculture, Business, Home economics, Painting, Decoration and other organized occupations to build student's self-assurance and experience. It is intended to foster the knowledge and informational capacities, work habits, attitudes, and skills that workers need to enter an advance in the workforce in order to become useful and productive.

On the other side, technical education aims to equip students with the knowledge necessary to apply the laws of science and technology to contemporary design and manufacturing. It places a strong emphasis on the engineering component of vocational education, including electrical and electronic, civil, mechanical, and auto trades. It entails comprehending how fundamental scientific and mathematical concepts are applied in real-world situation.

Technical education, according to Osegie (2009), is education that results in either a Technician or a Technologist, while vocational education prepares its recipient for a career as a technologist, a technician, a doctor, etc. Technical education and vocational education were conceptualized by Okon (2015) to be the same. According to the aforementioned definitions of technical and vocational education, vocational and technical education assists those who are currently employed in improving their working abilities as well as preparing the unemployed or student at various levels for employment. The issue of youth unemployment in Nigeria has far-reaching negative impacts, and if youth are not given the tools they need to develop the technical and vocational skills necessary to work for themselves, the issue will only worsen, having an impact both on the individual and the society a whole.

According to Nda (2015) more than 40 million Nigerians are currently unemployed, with graduate unemployment accounting for 80% of the total. Lack of vocational and technical skills is a contributing factor in youth unemployment. According to House of Representatives committee on youth and social development, over 40 million youth were unemployed in Nigeria, and 23 million of them were unemployed. This occurs as a result of their lack of employment-related skills. The majority of young graduates lack the technical and vocational abilities necessary for employment in modern Nigeria.

Nigeria's successive governments have been successful in implementing a variety of technical and vocational education and training programs over the years with the intention of empowering the youth to lower the

high unemployment rate and to advance national development. Ma'agi & Hassan, (2015) lists these programs as the Graduate Internship Program in 2012, the National Directorate of Employment (NDE) in 1987, and the Youth National Open Apprenticeship Scheme (NOAS). Other empowerment initiatives implemented by various governments include the National Youth Service Corps (NYSC), the Poverty Alleviation Programme (PAP), the National Economic Empowerment Development Strategy (NEEDS), the Youth Enterprise with Innovation in Nigeria (YOUWIN), the Subsidy Reinvestment and Empowerment Programme (SURE-P), and N power under the National Social Investment Program, among others.

This paper will be primarily concerned with the N build, which is a part of the N power program. On June 8, 2016, President Muhammadu Buhari's administration launched the N-Power program to combat youth unemployment and promote social development. The program was developed as a part of the National Social Investment Program to give a structure for the broad-based and development of relevant work skills and to make sure that each participant would study and practice the majority of what is required to find or create work. For unemployed graduates and non-graduates between the ages of 18 and 35, the program was developed. (Sanni & Fahd, 2020; Okogba, 2017) Currently, the program is divided into six categories: N-Teach, N-Health, N-Agro, N-Build, N-Creative, and N-Tech. Only graduates who have successfully completed the one-year NYSC program are eligible for N-Teach and N-Health, however both graduates and non-graduates can apply for N-Agro, N-Build, N-Creative, and N-Tech (Onehi, 2020). The goal of N-Power Build is to create a new generation of highly competent and talented technicians, craftsmen, and service professionals by providing unemployed Nigerian youths with expedited training and certification in "Skills to Job/Enterprise" fields. With this initiative, the market for a wide variety of technician and service professional jobs is intended to be developed, first in the housing and infrastructure construction value chain and then throughout all other economic sectors. The objective is to improve Nigerian youths' employability so that they can fill high demand job openings, hence raising their pay and making these career cadres more appealing to typical Nigerian youth.

**Objectives of the Study**

1. To determine whether the empowered youth got the required materials and equipment packages for Business take up.
2. To determine whether the empowered youth utilized the materials and equipment packages for Business.

**Research Questions**

1. Have the empowered youth got the required materials and equipment packages for Business take-up?
2. Have the empowered youth utilized the materials and equipment packages for Business?

**Methodology**

The study used a cross-sectional survey research design. The study's focus was the Bauchi State's Bauchi North Senatorial District. Seven local governments—Katagum, Jama'are, Itas-Gadau, Zaki, Shira, Gamawa, and Giade—compose the senatorial district. 140 samples were taken using the cluster sampling technique from a population of 1400 people who are all N-build program beneficiaries over a four-year period.

The instrument used for the study was questionnaire, developed by the researcher based on the review of related literature. To ensure the validity of the instrument, three experts validated the questionnaire. The reliability of the instrument was established using Cronbach Alpha coefficient formula to determine the internal consistency of the instrument using SPSS version 21 software. An average reliability coefficient of 0.85 alpha value was obtained which indicates that the instrument was highly reliable since the value was above 0.70 and the closer the reliability value to 1, the greater the item consistency of the rating scale and vice-versa (Enemali, 2020). Statistical Package for Social Science (SPSS) software, version 21, was used to perform mean and standard deviation analyses on the data gathered from the recovered questionnaires. In order to respond to research questions 1, and 2, the mean and the standard deviation were utilized. Strongly Agree received 5 points, Agree received 4 points, Undecided received 3 points, Disagree received 2 points, and Strongly Disagree received 1 point for the response mode. According to the decision criteria used for this study's research questions, every item with a mean response of 3.50 or higher was classified as agreed, while those below 3.50 were deemed as not agreed. This is due to the fact that, as indicated in table 1 below, 3.50 is both the lower true limit of agreed and the beginning of the lower limit average of the sum of the five response values.

**Table 1: Likert-type scale**

| Options | Numerical value | Lower limit | Upper limit |
|---|---|---|---|
| Strongly Agree (SA) | 5 | 4.50 | 5.00 |
| Agree (A) | 4 | 3.50 | 4.49 |
| Undecided (UD) | 3 | 2.50 | 3.49 |
| Disagree (DA) | 2 | 1.50 | 2.49 |
| Strongly Disagree (SD) | 1 | 0.50 | 1.49 |

**Results and Discussion**

***Research Question 1***: Have the empowered youth got the required materials and equipment packages for take-up?

Table 2 provided an answer to research question one, which was intended to determine whether the empowered youth received the necessary supplies and packages for starting a business.

With the exception of item 5, all of the study question's items were agreed upon by the respondents; nonetheless, the overall mean scores fall into the range of 3.50 to 4.49, with a grand mean of 3.27 (see Table 2). This demonstrated that the Npower program's empowered N build beneficiaries in Bauchi North Senatorial District had timely access to the training materials and tools as well as training using those materials.

**Table 2: Mean Rating and Standard Deviation of the Respondents on Collection of the Required Materials and Equipment for Business Take-up by the Empowered Youth**

| S/N | ITEMS | Mean | SD | Remarks |
|---|---|---|---|---|
| 1. | I received complete materials and equipment package (toolbox) | 3.54 | 1.42 | Agreed |
| 2. | The materials and equipment I received are complete, up-to-date and accurate | 3.23 | 1.28 | Agreed |
| 3. | I received the materials and equipment on time | 3.55 | 1.31 | Agreed |
| 4. | I received training on how to work with the materials and equipment given to me effectively | 3.62 | 1.29 | Agreed |
| 5. | I received take-up fund for starting a business after training | 2.39 | 1.33 | Disagreed |
| | **Grand Mean** | **3.27** | **1.33** | **Agreed** |

Field survey (2018)

***Research Question 2:*** Have the empowered youth utilized the materials and equipment packages for Business?

Table 3 provided an answer to research question two, which sought to determine how the empowered youth used supplies and tools for their businesses. With the exception of items 6 and 7, the respondents differed on every item of the study question; the overall mean scores fall within the range of 1.50 to 2.49, with a grand mean of 2.76 (see Table 3). This demonstrates that the majority of the young people who were empowered have not made use of the tools and supplies they were given to launch a business or find employment after the training.

**Table 3: Mean Rating and Standard Deviation of the Respondents on Utilization of Materials and Equipment by the Empowered Youth for Business**

| S/N | ITEMS | Mean | SD | Remarks |
|---|---|---|---|---|
| 6. | I started business with the skills I learnt during training | 3.12 | 1.28 | Agreed |
| 7. | I started business with the materials and equipment given to me after training | 3.01 | 1.34 | Agreed |
| 8. | I started business with the take-up fund given to me after training | 2.39 | 1.35 | Disagreed |
| 9. | The business I started is sustaining as an occupation | 2.74 | 1.49 | Disagreed |
| 10. | I employed an apprentice receiving training from me | 2.55 | 1.37 | Disagreed |
| **Grand Mean** | | **2.76** | **1.37** | **Agreed** |

Field survey (2018)

**Findings of the Study**

According to the survey, the empowered N build program beneficiaries in Bauchi North Senatorial District received the training tools and equipment on schedule and were able to use them during the training.

The study also showed that the majority of the empowered youth in the Bauchi North Senatorial District have not made use of the supplies and tools they were given to launch a business or find employment after the training. Following are a few study results:

i. All of the respondents said they had gotten the program's required tools and equipment in a timely manner and had used it to complete the training. This demonstrates that the administrators of the N build under the Npower in Bauchi North Senatorial district provided the recipients with the appropriate tools and equipment.

ii. The majority of respondents admitted that they had not used the supplies and tools they had been given to launch a business or find employment after the training. This demonstrates that the beneficiaries are not making use of the tools and equipment provided to them by the N build staff as part of the N power training in order to start a business or job and become self-employed

**Conclusion**

This study examined the accomplishments and shortcomings of youth empowerment initiatives in the Bauchi North Senatorial District of the state of Bauchi while taking into account the N power build element of the N power program of President Muhammadu Buhari's administration, which was launched in 2016. Conclusions reached include the following:

i. The N build division of the N power program has been successful in efficiently educating the youth in the Bauchi North Senatorial District of the state of Bauchi on the acquisition of skills like plumbing, carpentry, tiling, etc.

ii. Based on the fact that most of the beneficiaries in Bauchi North Senatorial District have gotten the required tools, equipment, and training, the N-build component of the N-power program, which is a TVET program, is successful.

iii. The N power program has been successful in showing how persons in positions of power can use information and communication technology to make any government empowerment initiative a success.

**Recommendations**

i. Government should develop a strategy to make sure that all N power program participants are making use of the skills they learned during training and that they launch a business or get a job using the grant they received after training.

ii. Since many of the N build program beneficiaries have benefited and some of them have now started their own businesses, the government should continue to empower youth through skill development.

iii. In order to decrease youth unemployment in Nigeria, the government should enhance funding for programs that promote skills development, such as N Power.

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