EVALUATION OF NATIONAL AUTOMOTIVE DESIGN AND DEVELOPMENT COUNCIL TRAINING PROGRAMMES IN INFORMAL SECTOR AUTOMOBILE MECHANICS IN NIGERIA

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Article history:		Abstract:
Received	20th July 2022	The purpose of this study was to **evaluate the** NADDC training programme for the informal sector of automobile mechanics in Nigeria. Three research questions guided the study. The design of the study was a descriptive survey design. The population of the study was one thousand, two hundred and two respondents (1,202). The study covered the entire country of Nigeria, which is divided into 6 geopolitical zones comprising of 15 training centres. The sample for the study was two hundred and seventy-two respondents, which was purposefully selected. The instrument for data collection was a structured questionnaire developed by the researcher. The collected data was analysed using mean and standard deviation, and hypotheses were tested using the t-test and ANOVA. The result revealed that the fifteen (15) objectives are highly appropriate for the training of automobile mechanics in the informal sector on maintenance and repairs of vehicles in Nigeria. Human resources at the training centres are highly adequate for the implementation of NADDC training programmes for automobile mechanics in the informal sector on maintenance and repairs of vehicles in Nigeria. Among the recommendations made was that the Federal Government, through the Federal Ministry of Employment, Labour and Productivity, should ensure proper and adequate funding of the NADDC to enable it to carry out its objectives/mandate effectively. The government and other stakeholders should provide additional human resources to cover all areas, including health and safety personnel at all centres. Efforts should be made to improve the material resources at all centres to cope with the increasing need to up-skill automobile mechanics and technological advancement in the automobile industry.
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BACKGROUND OF THE STUDY
1. To compet favourably with other developing nations in an era of rapid economic and technological change, Nigeria must strive to improve its productivity throughout all sectors of the economy. This requires not only capital investment but also a workforce that is knowledgeable and has the flexibility to acquire new skills for new jobs as the structure of the economy and occupations change. This flexibility and productivity of the workforce is critically dependent on the availability of skilled workers, especially technicians and artisans. Idoko (2014) further explained that the acquisition of practical skills involves the development of new skills, practice, and ways of doing things or performing a task, usually gained through training or experience. There is no doubt that the availability of a relevant and competitive skilled workforce will aid exploitation of the various investment opportunities for job and wealth creation. From the foregoing, practical skills acquisition could be referred to as an organised process of training which eventually leads to effectiveness in automobile technology. It is the ability to do a given job better and faster with enhanced output. The level of skills acquired by a country's workforce determines the quality and efficiency of its products and maintenance as well as the efficiency of improving skills hand training workers with fewer skills (Osuji, 2003). In a developing country like Nigeria, the importance and relevance of Technical and Vocational Education and Training (TVET) cannot be over emphasized. This is because, according to Imogie (2014), no nation can develop to its fullest and keep pace with trends in science and technology without an effective and efficient technical and vocational education and training system. Technical and vocational education and training equip people with a broad range of knowledge, skills, and attitudes that are now recognised as indispensable for meaningful

participation in automobile technology (Okwelle & Ojotule, 2018). Technical and vocational education and training involves the acquisition of skills and competencies that can help individuals function productively in automobile technology (Wapmuk, 2011). The National Policy on Education (NPE) clearly states that "technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of automobile technology and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (FGN, 2014).

The modern automobile and its maintenance industry are already becoming more than the roadside mechanic can handle. The industry is becoming more technologically oriented on a daily basis, with many computerised systems, making it more sophisticated.Besides this, there is the ceaseless influx of modern cars into the country. The Nigerian automobile industry is made up of a few automobile assembly plants, automobile merchandising, transportation, maintenance, and spare parts dealerships/sales. Because of the fact that there are no indigenous automobile manufacturing companies in Nigeria, the maintenance sector has grown to be a major automobile industry in Nigeria. Also, because most of the modern vehicles are imported into the country, their maintenance poses a major challenge to the automobile technicians, thus the need for retraining of the automobile technicians in the maintenance and servicing of modern vehicles. Jalal (2015) posited that, due to the increasing complexity of technology that gives birth to modern automobiles that run on integrated electronic systems and complex computers, which measure their performance while on the road, it becomes very necessary for automobile technicians and users to acquire broad-based knowledge and the ability to work with electronic diagnostic equipment and computer-based technical reference material through regular training and retraining. The advent of scanning tools for diagnosing engine faults and code readers has also brought about the elimination of guesswork and trial-by-error services on modern automobiles. This development has also led to a serious need for retraining of automobile mechanics in the informal sector. With the rapid changes in automobile technology, there is concern as to how the informal sector has coped, especially with the quality of work considering the unique characteristics of the informal sector. The informal sector is characterised by being labour intensive, requiring very little capital and mostly in the open air (and hence the name "roadside mechanics"). Jalal (2015) affirmed that automotive mechanics in the informal sector perform the bulk of the repairs, yet most of them do not have the right equipment and many have had no formal education in repairs of modern automotive vehicles.

However, the quality of maintenance and repair services carried out in the informal sector (roadside mechanics) is usually much lower than the equivalent in the formal sector, and the charges (cost) for the same are correspondingly lower. In spite of this, the Nigerian government has noted that the informal sector has the potential to be a major contributor to the economic development and technological advancement of the country.

Stufflebeam (2007) defined evaluation as a study designed and conducted to assist some audience in assessing an object's merit or worth. Amike (2008) views evaluation as a systematic determination of a subject's merit, worth, and significance, using criteria governed by a set of standards. It can assist an organization, program, design, project or any other intervention to assess any aim, realisable concept, or proposal, and to help in decision-making so as to ascertain the degree of achievement in regard to the aim, objectives, and results of any such action that has been completed. So, it means that evaluation is a part of learning new skills and training as a whole.

Evaluation measures the extent to which programs, processes, or tools achieve the purpose for which they were intended. Phillips (2012) also defined evaluation as a systematic process to determine the worth, value, or meaning of something. The evaluation of any training programme has certain aims to fulfill. These are concerned with the determination of change in staff behaviour and the change needed in the organisational structure. Hence, evaluation of any training programme must inform us whether the training programme has been able to deliver the goals and objectives in terms of cost incurred and benefits achieved.

Statement of the Problem

Despite the presence of over a hundred universities, over a hundred polytechnics and similar institutions, and hundreds of technical and vocational colleges, the United Nations Industrial Development Organization (UNIDO) emphasised in its skills gap assessment report that educational institutions have been largely disconnected from industrial and socio-economic needs by consistent neglect of competence and undue emphasis on paper qualifications. Thus, auto technicians in Nigeria still have a hard time working effectively on contemporary automobiles, despite NADDC's best efforts to teach them. This results in subpar maintenance and repair work, which in turn leads to more vehicle damage or a full breakdown, costing the car's owner even more money to fix or replace. Unfortunately, the quality of maintenance and repairs performed on motor vehicles in the nation has suffered as a result of auto technicians' inability to keep up with the rapid advancements in vehicle technology. This necessitates the creation of fresh rules and incentives for the underground economy to deal with and adapt to technological changes. (Jalal, 2017)

Research Questions

1. To what extent is the objectives/mandate of NADDC appropriate in the training of informal sector automobile mechanics on maintenance and repairs of vehicles in Nigeria?

2. To what extent are the human resources adequate for the implementation of NADDC training programmes for informal sector automobile mechanics on maintenance and repairs of vehicles in Nigeria?

3. To what extent are the material resources adequate for the implementation of NADDC training programmes in informal sector automobile mechanics on maintenance and repairsof vehicles in Nigeria?

Research Hypotheses

HO₁ There is no significant difference in the mean responses of NADDC trainers and assessors on the appropriateness of the objectives/mandate of NADDC for training informal sector automobile mechanics on maintenance and repairs of vehicles in Nigeria.

HO₂ There is no significant difference in the mean responses of NADDC trainers, assessors and graduates on the adequacy of human resources for implementation of NADDC training programmes for informal sector automobile mechanics on maintenance and repairs of vehicles in the Nigeria.

HO₃ There is no significant difference in the mean response of NADDC trainers, and assessors on the adequacy of material resources for the implementation of NADDC training programmes in the informal sector of automobile mechanics on maintenance and repairs of vehicles in Nigeria.

METHODOLOGY

The study adopted a descriptive survey research design. Ezeji (2004) describes a descriptive survey design as one which involves the assessment of public opinion using the collection of detailed descriptions of existing phenomena with the intention of using the data to justify current conditions and practises or to make better plans for improving phenomena. The study covered the entire country of Nigeria, which is divided into 6 geopolitical zones comprising of 15 training centres. The North East has training centres in Abubakar Tafawa-Balewa University Bauchi and the Federal College of Education (Tech) Gombe. North Central has training centres at Federal University of Technology, Minna, Federal Technical College Orozo and Nasarawa State Polytechnic, Lafia. **The North** West has three training centres, namely Ahmadu Bello University, Zaria; Kaduna Polytechnic; and Peugeot Automotive Nigeria Learning Centre, Kaduna. The south west has three training centres, which are the University of Ibadan, Oyo State; Lady Mechanic Initiative, Lagos; and Lagos State Polytechnic, Ikorodu. The South has two training centres, namely Ken Saro-Wiwa Polytechnic Bori, Rivers State and the University of Benin, Edo State. The South East has two training centres, namely Nnamdi Azikiwe University, Akwa and Metallurgical Training Institute, Onitsha, all in Anambra State. The population of 1,202 respondents comprised 1,140 NADDC graduates, 45 NADDC trainers, and 17 NADDC assessors from all the 6 geographical zones of Nigeria. Two sample techniques were used for this study, namely Census Sampling and Purposive Sampling. The instrument used for data collection was a structured questionnaire. The questionnaire was divided into two parts. Part 1 (Section A) sought the personal data of the respondent. Part II (section A-G) elicited information from respondents on the evaluation of the national automotive design and development council training programmes for informal sector automobile mechanics. The questionnaire items were structured on a five-point scale. The respondents were required to tick the response categories that best describe their opinion as follows: Very Highly Appropriate (VHA) = 5 points, Highly Appropriate (HA)= 4 points, Appropriate (A)= 3 points, Moderately Appropriate (MA)= 2 points, Barely Appropriate (NA)= 1 point.

The instrument was validated by two automobile technology specialists from the Department of Vocational Technology Education, ATBU Bauchi, two training centre heads, and one NABTEB Certified Quality Assurance Assessor from NADDC. Their suggestions and corrections were used to improve the production of the final instrument used for the study. The Cronbarch's alpha formula is in order to determine the internal consistency of the instrument. Therefore, the Cronbach alpha reliability coefficient was calculated and a reliability coefficient of 0.804 was obtained. The collected data were analysed using the Statistical Package for Social Sciences (SPSS) version 23's Mean and Standard Deviation.Null hypothesis 2 was tested using Analysis of Variance (ANOVA), while null hypothesis 1 and 3 were tested using a t-test at a 0.05 level of significance.

For the null hypotheses, if the computed p-value is less than the alpha-value, the hypothesis was rejected; and where the computed p-value is greater than or equal to the alpha-value, the null hypothesis was accepted.

RESULTS

Table 1: Mean and Standard Deviation of the respondents on the appropriateness of the objectives/mandate of NADDC in training of automotive mechanics in the informal sector on maintenance and repairs of vehicles in Nigeria

S/N	ITEMS	Trainers		Assessors			
		N_1 = 45		N_2 = 17			
		X	SD	X	SD	XG	RMK
1	Initiating training programs for automobile mechanics in the informal	4.89	0.43	4.82	0.53	4.87	VHA

S/N	ITEMS	X	SD	X	SD	XG	HA
	sector						
2	Develop skills competency standards in the automobile	4.27	0.58	4.53	0.62	4.34	HA
3	Coordinate an employer led organization that will involve all stake holders in Nigeria.	4.13	0.84	4.29	0.69	4.18	HA
4	Develop sector skills development plan	4.16	0.79	4.24	0.75	4.18	HA
5	Establish process of coordinating emerging trend in skills development in Nigeria	4.16	0.82	4.24	0.90	4.17	HA
6	Conducting regular skills gap survey of automobile mechanics in Nigeria.	4.40	0.75	4.53	0.87	4.44	HA
7	Assessing skills and competencies acquired on the job at home in a training institution.	4.09	0.85	4.06	0.97	4.08	HA
8	Develop a training curriculum for training technicians in the informal sector.	4.38	0.75	3.82	0.81	4.23	HA
9	Participating in accreditation of training centers.	4.31	0.79	4.18	0.81	4.27	HA
10	Coordinating/regulate of training centers.	4.29	0.77	4.24	0.83	4.27	HA
11	Conducting a standard assessment of automobile mechanics during and after training	4.36	0.68	4.41	0.79	4.37	HA
12	Conduct regular inspection of facilities in all training centers.	4.00	0.69	4.47	0.62	4.41	HA
13	Training and empowering automobile mechanics.	4.22	0.82	4.53	0.72	4.31	HA
14	Supervising automobile mechanics	4.33	0.79	4.47	0.62	4.37	HA
15	Providing the enabling environment for entrepreneurs in automobile.	4.22	0.88	4.47	0.72	4.29	HA
	Total Grand Mean	4.28	0.75	4.35	0.75	4.30	HA

Source: Field Survey (2021)

KEY

N1	**–**	**Sample size of NADDC Trainers**
N₂	**-**	**Sample size of NADDC Assessors**
$\overline{x}$	**–**	**Mean**
SD	**–**	**Standard Deviation**

The results in Table 1 revealed that the grand mean ranged from 4.28 to 4.35 with a standard deviation of 0.75. The mean of the trainers ranged from 4.00 and 4.89, with their corresponding standard deviation of 0.43 to 0.88. While the mean of the assessors ranged from 4.24 to 4.82, with a corresponding standard deviation of 0.53 to 0.97, The grand mean also ranged from 4.08 to 4.87 for the individual items. This implies that initiating training programmes for automobile mechanics in the informal sector, developing skills competency standards in the automobile, coordinating an employer-led organisation that will involve all stake holders in Nigeria, conducting a regular skills gap survey of automobile mechanics in Nigeria, assessing skills and competencies acquired on the job at home in a training institution, participating in accreditation of training centers, training and empowering automobile mechanics, and providing an enabling environment for entrepreneurs in the automobile are appropriate in the training of informal sector automobile mechanics on maintenance and repairs of vehicles in Nigeria.

Table 2: Mean and Standard Deviation of the respondents on adequacy of human resources for the Implementation of NADDC training programmes automobile Mechanics in the Informal Sector on Maintenance and Repairs of Vehicles in Nigeria

S/N	ITEMS	RESPONDENTS CATEGORIES							
		Graduate N₁ = 202		Trainers N₂ = 45		Assessors N₃ = 17			
		X	SD	X	SD	X	SD	XG	RMK
1	Health safety personnel in the training centers.	2.64	0.65	3.64	0.74	2.76	0.56	2.82	A
2	Engine maintenance and repair personnel.	3.28	0.74	3.09	0.70	3.59	0.62	3.27	A

3	Upholstery and interior fittings personnel.	3.07	0.75	3.09	0.82	3.47	0.62	3.10	A
4	Maintenance and repairs personnel.	4.33	0.80	4.08	0.87	3.06	0.89	4.27	HA
5	Air conditioning system maintenance and repairs personnel.	3.23	0.86	3.27	0.84	3.76	0.83	3.20	A
6	Engine fault diagnosis personnel.	3.07	0.83	3.04	0.88	3.11	0.93	3.07	A
7	Wheel balancing and management personnel.	3.14	0.82	3.13	0.81	3.24	0.90	3.14	A
8	Barking system maintenance and repair personnel.	3.19	0.75	3.13	0.84	3.06	0.83	3.18	A
9	Suspension system maintenance and repairs personnel.	4.33	0.76	4.13	0.84	4.41	0.87	4.29	HA
10	Injection system maintenance and repairs personnel.	4.33	0.77	4.24	0.87	4.06	0.75	4.29	HA
11	Vulcanizers and tyre repair and maintenance personnel.	4.35	0.79	4.04	0.88	4.35	0.79	4.29	HA
12	Injector services maintenance personnel.	4.19	0.83	4.16	0.93	4.53	0.73	4.21	HA
	Total Grand Mean	3.60	0.78	3.59	0.84	3.62	0.78	3.60	HA

Source: Field Survey (2021)
KEY
N1 — **Sample size of NADDC Graduates**
N$_2$ - **Sample size of NADDC Trainers**
N$_3$ - **Sample Size of NADDC Assessors**
$\overline{x}$ — **Mean**

Results on Table 2 show mean ratings of Graduates, Trainers and Assessors on the adequacy of Human Resources for the Implementation of NADDC Training Programmes for Automobile Mechanics in the Informal Sector. The results revealed that their means ranges from 3.60, 3.59 and 3.62 with standard deviation ranging between 0.78, 0.84 to 0.78.

The mean of the graduates ranges from 2.64 and 4.33 with corresponding standard deviation of 0.65 to 0.86. The mean of the trainers ranged from 3.09 and 4.24 with corresponding standard deviation of 0.70 to 0.93. While mean of assessors ranges from 2.76 and 4.53 with corresponding standard deviation of 0.56 to 0.93. The grand mean also ranged from 2.82 to 4.29. This implies that maintenance and repairs personnel, Suspension system maintenance and repairs personnel, injection system maintenance and repairs personnel, vulcanizers and tyre repair and maintenance personnel are adequate in human resources for the implementation of NADDC training programmes automobile Mechanics in the Informal Sector on Maintenance and Repairs of Vehicles in Nigeria

Table 3: Mean and Standard Deviation of the respondents on the level of adequacy of material resources for the implementation of NADDC in training of automotive mechanics in the informal sector on maintenance and repairs of vehicles in Nigeria

S/N	ITEMS	Trainers		Assessors			
		N$_1$ = 45		N$_2$ = 17			
		X	SD	X	SD	XG	RMK
1	OBD scan tool	2.67	0.71	2.65	0.60	2.66	A
2	Multimeter	3.24	0.65	3.24	0.75	3.24	A
3	Injector tester & adjuster	2.04	0.90	3.35	0.86	2.40	MA
4	Digital wheel alignment set	3.36	0.74	3.29	0.84	3.34	HA
5	Brake & suspension tester	2.22	0.82	2.00	0.79	2.16	MA
6	Exhaust gas analyzer	3.82	0.83	3.83	0.88	3.82	HA
7	Air conditioning system refilling machine	3.98	0.84	4.11	0.93	4.02	HA
8	Car lift (Boom Ram)	4.09	0.87	3.47	0.87	3.92	HA
9	Oscilloscope	2.42	0.76	2.29	0.59	2.38	MA
10	A/c Leak Tester	3.33	0.79	2.35	0.78	3.06	A
11	Timing Light for petrol engine	2.22	0.83	2.47	0.79	2.29	MA
12	Electronic headlight tester	3.47	0.69	4.11	0.49	3.65	HA

| 13 | Wheel balancing machine | 2.29 | 0.51 | 3.59 | 0.71 | 2.65 | A |
| | **Total Grand Mean** | 3.01 | 0.76 | 3.13 | 0.76 | 2.96 | A |

Source: Field Survey (2021)

KEY
N1   –   **Sample size of NADDC Trainers**
N$_2$ -   **Sample size of NADDC Assessors**
$\overline{x}$ –   **Mean**
SD   –   **Standard Deviation**

Results in Table 2 show mean ratings of graduates, trainers, and assessors on the adequacy of human resources for the implementation of NADDC Training Programmes for automobile mechanics in the informal sector. The results revealed that their means ranged from 3.60, 3.59, and 3.62 with a standard deviation ranging between 0.78 and 0.84. The mean of the graduates ranges from 2.64 to 4.33, with a corresponding standard deviation of 0.65 to 0.86. The mean of the trainers ranged from 3.09 to 4.24, with a corresponding standard deviation of 0.70 to 0.93. While the mean of assessors ranges from 2.76 to 4.53, with a corresponding standard deviation of 0.56 to 0.93, The grand mean also ranged from 2.82 to 4.29. This implies that maintenance and repair personnel, suspension system maintenance and repair personnel, injection system maintenance and repair personnel, vulcanizers, and tyre repair and maintenance personnel are adequate in human resources for the implementation of NADDC training programmes Automobile Mechanics in the Informal Sector on Maintenance and Repairs of Vehicles in Nigeria

Table 4: t test Analysis of the Mean Ratings of NADDC Trainers and Assesors on the Appropriateness of the objectives/Mandate of NADDC for Automobile Mechanics in the Informal Sector on maintenance and Repairs of Vehicles in Nigeria.

Group	N	Mean	SD	Std. Error mean	t-test	Df	p-value	Decision
NADDC Trainers	45	64.60	3.88	0.58				
					-0.882	50	0.382	H$_0$ is upheld
NADDC Assessors	17	65.29	2.20	0.53				

N = *frequency of group,* $p > 0.05,$ $df = 50$

Result presented in Table 4 shows that the mean responses of NADDC trainers and assessors on the appropriateness of the objectives/mandate of NADDC for automobile mechanics in the informal sector on maintenance and repairs of vehicles in Nigeria do not significantly differ, t(50) = -0.882, p = 0.382. This therefore suggests that the null hypothesis is upheld.

Table 5 ANOVA Result comparing mean responses of NADDC Trainers, assessors and graduates on the human resources available for implementation of NADDC training programmes for informal sector automobile mechanics on maintenance and repairs of vehicles in Nigeria.

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	47.458	2	23.729			
				0.960	0.384	NS
Within Groups	6452.527	261	24.722			
Total	6499.985	263				

The ANOVA result in table 5 indicated an F (2, 261) = 0.960, p = 0.384 at the 0.05 level of significance. This p-value is greater than the 0.05 level of significance. In this situation, the null hypothesis was accepted and the alternative rejected. This implies that there is no significant difference in the mean responses of NADDC trainers, assessors and graduates on the human resources available for the implementation of the NADDC training programme for informal sector automobile mechanics on maintenance and repairs of vehicles in Nigeria

Table 6: ANOVA Result Adequacy of material resources for the implementation of NADDC training programme in the informal sector of automobile mechanics on maintenance and repairs of vehicles in Nigeria.

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	174.016	2	87.008			
				1.907	0.150	NS
Within Groups	9330.798	261	35.750			
Total	9504.814	263				

In table 6, F(2, 261) = 1.907, p = 0.150 at the 0.05 level of significance. Since the p-value is greater than the alpha value, the null hypothesis was accepted. This indicated that there is no significant difference among the sampled centres on the adequacy of material resources for the implementation of NADDC training programmes in the informal sector of automobile mechanics on maintenance and repairs of vehicles in Nigeria.

FINDINGS AND DISCUSSION

From the data analysed in the study, it was revealed that the fifteen (15) objectives are remarkably appropriate for the training of automobile mechanics in the informal sector on the maintenance and repair of vehicles in Nigeria. Learning objectives include starting training programmes for auto mechanics in the informal sector and conducting regular skill gap surveys of auto mechanics in Nigeria. These objectives are identified as agreed with NADDC (2015), which concludes that the automotive mechatronics apprenticeship programme is aimed at providing solutions to the service maintenance problems of high-technology motor vehicles through the production of competent craftsmen and women who will be enterprising and self-reliant. Other objectives were supervising automobile mechanics, participating in accreditation, coordinating and regulating the training centers, and providing the enabling environment for entrepreneurs in automobiles. Supporting these findings, Jeffrey (2017) found that youth restiveness is usually aggravated by unemployment situations, so roadside mechanics have kept so many of the youths very busy, thereby alleviating the rate of restiveness among them. The study revealed that there is no significant difference between the mean responses of NADDC trainers and assessors on the appropriateness of the objectives/mandate of NADDC for automobile mechanics in the informal sector on maintenance and repairs of vehicles in Nigeria. This is in agreement with the set objectives of NADDC (2017) that it was set up, among other functions, primarily to initiate, recommend, and supervise policies and programmes for locally manufactured vehicles and components. Based on this premise, the objective of conducting a skills gap survey for automobile mechanics is necessary.

CONCLUSION

After completing this research, the authors concluded that the program's stated goals—which include providing intensive training and retraining to auto technicians working in Nigeria's informal sector so that they can better maintain and repair the country's vehicles—are very acceptable. These goals are carried out by making use of the human resources that are reasonably accessible at various NADDC centres in Nigeria. In Nigeria, auto mechanics in the informal sector receive training in maintenance and repairs using a small but sufficient set of tools, including fuel injector servicing and testing machines, digital wheel alignment machines, wheel balancing machines, electronic headlight testers, timing lights for diesel engines, car lifts, and exhaust gas analyzers. In order to achieve the NDDC's goals for the training of automobile mechanics in Nigeria's informal sector, the trainers make use of sophisticated pedagogical techniques. But serious work must be done to enhance people and material resources to propel NADDC's up-skilling mission in Nigeria's car sector. As a result, this will provide employment opportunities for the industry's many unemployed young people and help minimise the prevalence of social ills in modern society.

RECOMMENDATIONS:

1. The Federal Government, through the Federal Ministry of Employment, Labour and Productivity, should ensure proper and adequate funding of the NADDC to enable it to carry out its objectives and mandate effectively. The government and other stakeholders should provide additional human resources to cover all areas, including health and safety personnel at all centres.
2. Efforts should be made to improve the material resources at all centres to cope with the increasing need to up-skill automobile mechanics and technological advancement in the automobile industry.
3. A workshop should be organised to train the trainers on the utilisation of the materials provided as most machines, equipment, or instruments are highly computerized.

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