

Vocational and Technical Education Training: Panacea to Youth Unemployment and Poverty Alleviation in Nigeria

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ABSTRACT

The youth unemployment in Nigeria needs an urgent attention of educational stake holders if the future of Nigeria youths is of paramount importance to the nation. The purpose of this study is to use Vocational and Technical Education as a way forward to eradicate youth unemployment in Nigeria. While the objectives were to determine the principal factors responsible for youths unemployment and how Vocational and Technical Education can be used to solve the problem. Two research questions were formulated to guide the study while two null hypotheses were tested at 0.05 level of significant. The population of the study was four hundred and eighty five who are youth and adult were captured from North central Nigeria. Two experts from the department of Industrial and Technology Education, Federal University of Technology Minna, Nigeria, validated the instrument. The study adopted a descriptive survey design, while instrument used was a 30 items questionnaire to obtain data from the respondents. Mean and standard deviation were used to analyse the data collected. Finding of the study shows that attention should be given to youth's unemployment in Nigeria so as to reduce the level of unemployment if not totally eliminated. This will prevent youth from becoming a menace to the society. To achieve this, Nigeria youths needs to learn skills in vocational and technical education for self-reliance. Based on these findings, it was recommended that all three tiers of Nigeria government that is, federal, states and local government needs to equip vocational and technical colleges throughout the country. Emphasis needed to be given to recruitment of quality human resources to teach in these colleges so as to impact the needful knowledge and skills to Nigeria youths.

Keywords: Poverty alleviation, unemployment, vocational and technical education, youth.

INTRODUCTION

Unemployment is a crucial term that was recently said to be more encompassing because it is basically depended on the happening in the society. Hence society is dynamic which made the term to be subjected to the individual view/s. However, Akintoye (2021) view unemployed person as a member of a society who are without job but available and strongly seeking for job or work to do. In the context of this work, this crucial concept could be interpreted to mean a situation in which any member of society who is readily willing to work at the normal pay package is unable to find any job. Similarly, Emeh, Nwaguma and Abaroh (2012) defined unemployment to mean a condition where one who is willing and capable of working are unable to get a suitable paid work. Unemployment is a very simple process to notice but very difficult term to define. It could also be simply referred to as lack of employment. Meaning any person who is able to be engaged at work within a particular limit of age but getting no job to do is "not working" this person may be considered as an unemployed person for that period. This simply indicate that the term unemployment relates to a condition of being jobless. This is one of the numerous problems which a responsible government is expected to regulate and find quick solutions to it. So, because high rate of unemployment in any society brings about very high

rate of poverty level in that society and this is critically associated with welfare challenges. According to Patterson, Okafor and Williams (2011) unemployment is a developmental problem among others embattled by most country in the 21st century. It is then obvious that Nigeria is not exempted from this phenomenal and it is a global trend but mostly occurs in developing countries across the globe with social, political, economic, psychological implications. Therefore, massive youth unemployment in any country is a signal of very complicated problems (Okafor, 2011). Nigeria unemployment can be viewed in two areas; the older unemployed ones who lost their jobs as a result of retrenchment, bankruptcy or redundancy and the younger not in employment most of whom are numerous youths from diverse background actually able and willing to be engaged at work but cannot find any.

In the same development when the supply of labour surpasses the demand for labour, the resultant is joblessness and unemployment. At the instance of lack of sufficient employment in the formal sector, may lead youths forcefully to engage in casual work and other unorthodox sources of livelihood, thus leading to underemployment (Emeh, 2012).

Unemployment leads to poverty

In the context of this study, poverty can be explained to mean one being financially poor, inability to take care of one's financial needs, inadequate feeding, clothing and poor shelter among others. This is why Salami (2011) observed that the unemployment situation of youths is numbered by some factors which includes social-economic, political and moral consequences which has given rise to high level of poverty in Nigeria. Similarly, Aiyedogbon & Ohwofasa (2012) highlighted that the share of the total masses living under one dollar a day on the threshold of 46% is higher today than in the 1980s and 1990s despite the fact that there is significant improvement in the growth of gross domestic product (GDP). It has become very difficult for most developing countries like Nigeria to deal with youth unemployment problems, because the developing countries lacks adequate provision for job creation in the development plans, more so, the educational growth and the desperate desire of youths to acquire university education mostly in engineering and medical courses rather than VTE has made number of skills acquired from the university to appear irrelevant (Okafor, 2011). Therefore, it is of the researcher's view that VTE skills can be a way forward.

The Necessity to Involve Youth in Skill Development and Training

Youth play important role in the economy development of a nation. It is important to note that the entire world is dynamic; hence progress in all facet of life and as such the youth role in these progresses cannot be overemphasized. The youth are the future and are needed to be involved in all skill opportunities to enable them to be self-reliant. It is then left in their hand to take advantage of such opportunities to change the world into a better place especially during this economic crisis. In this direction, the youth creativity, energy and passion are enabling factors to change the world better (Martin, 2023). This is to say that, youth need to acquire skills that will help them improve the physical, artistic and emotional aspect of their lives in this competitive world and present nation economic crisis so that they can be self-reliance.

The importance of skill development by youth in school education may therefore include increase creativity through which youth can grasp and learn new skills, this will expose them to new experiences in skill acquisition and they will be able to compete in this competitive world and national economic crises. Skill development by youth also promotes independent thinking such that they can think more deeply and solve problem independently upon which they can build high self-esteem, think critically and analytically. Skill development and training also contribute to the skilled workforce of the future by giving the nation the opportunity to have a better opportunity workforce in the pipeline (Martin, 2023 & ukeltz Learning 2022). That is engaging youths in skill development in vocational and technology education will go long way to make Nigeria youths to become independent, self-reliant and self-employed.

Development of Vocational and Technical Skills in Nigeria

Technical Vocational Education and Training (TVET) Is a Phase of education that brings about the acquisition of applied and practical skills in addition to fundamental scientific. It is a type of training which is planned to

acquaint students with commercial, agricultural and industrial practical needs, mostly offered at the senior secondary school or tertiary level. National Housing Policy (FGN, 2021) Stated that technical education is an organized programme of study which is being set out by looking at career options, encourages fundamental educational and life skills, and facilitates the attainment quality management, educational standards planning for industrial work experience, Innovative and continuous skill teaching and learning.

TVET train students for occupations that are based on practical programmes, hand crafts and completely linked with a particular profession. It is also encompassing training that is planned to improve all job-related skills. TVET provides students with the skills required to self-dependent as a useful citizen in the community. The aims and objectives of TVET as presented in national policy on education (FRN,2014) includes among others; provision of qualified manpower that are needed in science practical, business and technology mostly at craft, improved craft and technical levels. Provision of vocational and technical skills required for commercial, economics and agricultural advancement; and preparation of individuals for necessary skills that can make him to be independent.

TVET creates a practical section of teaching and learning that has to do with acquisition of skill (Kareem *et al.*, 2024). This type of training is also perceived to be a kind of education aimed, designed and directed at organizing individuals to become self-reliant so as to enable them serve as technical and sub professionals in professional occupations in new and emerging careers and also to prepare individual for participating in higher technical education. TVET has made impact on social and political efficiency and economic progress on nation. This has turn TVET in to an important branch of national development policies of the society. However, Nigerian administration are not paying much attention to this facet of education, despite that it has contributed to economics and societal advancement. This might be major cause of the low level of advancement in Nigeria. Consequently, it is necessary for Nigeria and its citizens regain consciousness from the long neglect of TVET. Although quite a number of technical colleges are provided with inadequate equipment and are now regarded as glorified secondary schools.

The training of skilled manpower began with setting up of training institutions in selected civil servant departments. The institutions were independently controlled by their corresponding department where training was given based on departmental requirements in public services. In 1959, the expansion and improvement of the technical institutes was suggested by the Ashby commission which brought about the establishment of Kaduna polytechnic Ibadan, Yaba College of Technology, Auchi polytechnic, among others.

Furthermore, entrepreneurship education was introduced in all technical related institutions falling outside university education such as polytechnic and monotech in Nigeria by national board for technical education (NBTE). This action is taken by NBTE in order to guide the youth towards entrepreneurial and technical skills for self-reliance. By so doing, it was expected that more technical skilled experts shall be produced for industries and institutions where technical programme are in place, especially with high turnout of students' enrolment in the skills necessary for economics and social development in the nation (NBTE, 2012).

Apart from student enrolment in technical skills in formal educational institution, the government has also put in place quite a number of programmes developed to train Nigeria youth in vocational and technical skills on a short period of time. The cooperate bodies responsible for the training are national directorate of employment (NDE) which was established to train youths in furniture, carpentry and other related craft in vocational and technical education. Others comprises national poverty alleviation programme (NAPEP), Industrial training fund (ITF) and national youth service corps (NYSC) all target acquisition of applied and marketable skill (Gumbari,2019). In spite of this, most of these programmes have failed in attaining the objectives, that is, the programmes made little or no employment generation and manpower development. It is on this note Andrew (2013) highlighted that the programme was characterised and politicized by corrupt practices. In a like view, it is noted that little program has been geared up towards the formal technical education sector. According to Adewale, Ahmid and Sherifat (2014), as at 2012 only 159 technical colleges are in place and recognised in the county, out of which are nineteen (19) federal, one hundred and thirty seven (137) state and three (3) private technical colleges with a total enrolment of 92,216 against 610,000 in secondary schools. Gumbari (2019) also observed that most of these technical colleges came to being twenty years ago even with the population growth. Gumbari stretched further that the workshops and laboratories of this colleges are not adequately

equipped. Gasper (2011) had the same story as occurred in establishment of technical colleges as for the middle level manpower development. It was stretched that only 140 polytechnics and monotechnic are presently in place that produced about 32,292 diplomas out of which 65% are graduate in humanities and the social sciences

Technical education is a programme designed to include courses and learning experience that goes along with career options which support both academics and life skills. The programme aimed at achieving high academic standard and leadership that can prepare technical personnel for industrial engagement and continuing advance education. In the same development, TVET is a kind of training which prepares students for professions that are basically non-education practically and manually oriented and completely associated with a certain vocational or occupation (Duffy, 2017). In other words, TVET is a kind of education that is aimed at improvising work related skills. It provides individuals with the skills to learn work and live as a successful member of a community.

Long before the establishment of vocational and technical education, especially pre-industrial revolution between sixteen and seventeen century, family crafts and apprenticeship system were the major basis of vocational education. Though, communities' experiences declination of craftsmen and specialization of occupational function which led to the development of vocational education institution (duffy2017). However, vocational education gained its popularity in United States at elementary level after 17th century with courses in book keeping, industrial training, commercial studies and stenography both in public and private institutions.

Vocational information in secondary schools

The youth's unemployment arises as a result of poor counselling and lack of necessary information to guide students in their pursuance of university education. Hence, they prefer to pursue any career weather or not it is in line with their ability, interest and aptitude. It was on these basis Emeh & Osagie, (2020) asserted that public negative perceptions towards (VTE) as education for the low intelligent. That is, those who are not academically sound tends to study VTE subjects and as such most parents are not willing to encourage their words to study VTE subjects because they felt it is education for less privilege. Therefore, parents want an academic education for their children irrespective of whether or not graduates could have access to job opportunities upon their graduation. In fact, most parents do not want their children to go to school to learn skills like bricklaying and concreting, carpentry and joinery and auto-mechanics. The urge for certificates and degree in preference to VTE skill as a result of the fact that when it comes to political appointment, leadership position and decision making, graduates with degree certificate in other fields are favoured more than their counterparts with VTE skills. In a similar opinion low image of Blue-collar jobs offered by Vocational Technical Education before and after independence has made Nigeria education white collar jobs. It was on this basis Dike, V. E. (2020) observed that, over the time the paucity of jobs led to high unemployment rate and poverty in the society. It has become clear that data on the rate of unemployment is not readily available in Nigeria. It was on this notion Awogbenle and Iwuamadi (2010) highlighted that statistics obtained from Manpower Board and the Federal Bureau of Statistics shows that youth population in Nigeria is 80million which is equivalent of 60% of the total Nigeria population. Also, 64million of these youths are unemployed while 1.6million are under employed. Under employment is when an individual takes up to do a job or perform a duty which is barely enough or too little to sustain a worker.

Federal republic of Nigeria (2014) defined Vocational and Technical Education as aspects of the educational process involving the study of technologies related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in economic and social life. Okoye and Okwelle (2020) also defined the term VTE as education in which individual can engage for gainful employment in a recognized occupation as semi-skilled workers, technicians or sub-professionals. In a similar development, VTE can be referred to as the aspect of education that equipped the recipient with some basic knowledge and practical skills needed for entry into the world of work as self-employed. Vocational education nurtures skills that are needed for industries, agriculture, commercial and economic development and thus build a self-reliant nation. This was confirmed by Jebba (2012) that vocational education is the education that focused on building self-reliant society.

Technical education as a course of study in technical colleges for the purpose of promoting sustainable development and reduce poverty. It is a study given to students so as to make them productive in areas of economic sector, occupational and specific work (Okwori, 2012). The youths are the future of the global world and that is why every nation do everything possible to involve and prepare youth positively so as to enable them to take their community ahead in the global market. This been the reason most entrepreneurial target this age group. Unfortunately, the facts remain that globally young people are still unable to attain their potentials as a result of a system that naturally put them at a disadvantage. The most problem is that children from the smaller or sectional groups across the society are mostly hit in highest form weather local, national or international. If youths must be prepared for the challenges of live ahead, it will require an initiative that far more international. It also requires a supportive circle of peers and adult (a group where value is placed on truth).

Therefore, Nigeria youth need to be provided with quality education if they must be empowered so as to eradicate poverty Ogbuanya and Owodunni (2021). Nigeria and many other countries around the world need to consider Technical Vocational Education and Training (TVET) as important in equipping youths with technical skills that would enable them participate in productive livelihoods. However, the United Nation Education Scientific and Culture Organization (UNESCO) section for Technical and Vocational Education and Training (TVET, 2006) opined that TVET programmes have not done well enough to increase employment despite the clear need for technical and vocational services. This obviously due to death of wage employment opportunities for trained manpower in technical skills. It is on this basis this paper is delved into vocational and technology education as panacea to youth employment and poverty alleviation in Nigeria.

Statement of Problem

Unemployment and poverty are increasing in Nigeria almost on daily basis, it is already noted and established that unemployment lead to poverty and has become the major problems facing Nigeria youths and others. Idleness has become order of the day by Nigeria youth which obviously involved them in various vices due to lack of employment and also because they lack vocational and technical education skills that can enable them to be self-reliant, most especially when it comes to competences and skill acquisition in the depressed economy and labour market. This research works was carried out on the basis of identified problems such as thurgery, smoking, pocket picking, drinking, and burglary among others.

Objectives of the Study

The study assesses Vocational and Technical Education needs by youth unemployment in Nigeria. Specifically; it is to determine

1. factors affecting youth unemployment in Nigeria
2. the appropriate Vocational/Technical Education skills needs by unemployed youth

Research Questions

1. What are the factors responsible for youth unemployment in Nigeria?
2. What are the vocational/technical education skills needs by unemployed youth in Nigeria?

Hypothesis

Two hypothesis were formulated and tested as 0.05 level of significant-

HO₁ – There is no significant different between the mean rating of youth and adult on factors affecting youth unemployment in Nigeria

HO₂ – There is no significant different between the mean rating of youth and adult on the appropriate vocational/technical education skills needs by unemployed youth in Nigeria.

RESEARCH METHODOLOGY

Survey research design was adopted for the study. Olaitan (1999) describe a survey research as a way of seeking and observing opinions and behavior of respondents usually done by asking questions through a well-structured questionnaire and an interview. The design was considered appropriate for the study because it has been used for similar studies but in different areas and was found to be very perfect. Kareem (2017) used it to study training needs by Teachers of Woodwork Technology in Government Technical Colleges Niger State, Nigeria. Also Bello, M.I, Daujuma I. M., and Adamu, A. Y (2007) used it to determine vocational training need of 15-25 years old out of school in Bauchi Metropolis Nigeria.

The study was conducted in North Central Zone of Nigeria which consists of six states, spanning around the confluence of the River Niger and the River Benue. The six states includes: Benue State, Kwara State, Nasarawa State, Niger State, Plateau State and Federal Capital Territory, Abuja. The choice of North Central Zone is considered because these states are saturated with many youth who are drop out of school. Population of the study was four hundred and eighty five youth and adult.

Instrument for data collection contained Two (2) sections. Section A and Section B focused on the factors responsible for youth unemployment with twelve (12) items while section B is about the vocational need for youth unemployment with eighteen (18) items. FIVE (5) points scale response mode of strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, strongly Disagree (SD) 1 points and undecided (UD) 0 points were used. The instrument was validated by two senior colleagues in the department of Industrial and Technology Education, Federal University of Technology, Minna. Nigeria.

Four hundred and eighty five copies (485) of the questionnaires were distributed to all the youth and adult in the area of study. About 96% of the distributed questionnaire were returned and used for data analyses. The responses from the respondents were tabulated and compared, and descriptive analysis (means and standard deviation) were used to analyze the items. The criterion mean (2.50) was utilized to measure the level of agreement and or disagreement. The decision adopted was that if the item mean (\bar{X}) is greater than criterion mean (2.50), the option is positively rated (agree); but if otherwise, the option is negatively rated (Disagree). While the t-test is used to test the null-hypothesis at 0.05 level of significant.

In order to establish the internal consistency of the instrument, a pilot test was carried out in Kano State which is not part of the study area using a population fifty (50) which involved 30 youths and 20 adults. Only forty seven of the questionnaires representing 85% return rate were retrieved. The returned questionnaires were subjected to analysis using statistical product for service solution (SPSS) the results produced a Cronbach alpha of 7.53 which was regarded as reliable according to Louiis, Lawrence and Keith (2007)

The Z – test was utilized in testing the hypothesis formulated at 0.5e level of significance such that all items in table 3 and 4 shows a level of no significant differences in the mean ratings between youths and adults on the factors affecting youth unemployment and appropriate vocational/Technical education skills needed by unemployed Nigeria youth respectively.

RESULTS

Research Question one: What are the factors responsible for youth unemployment in Nigeria?

Table 1: Determine the factors affecting youth unemployment in Nigeria

S/N	Items on the factors	Mean	SD	Decision
1	Inability of Government to create job opportunity	3.61	0.61	Agreed
2	Not ready to accept available jobs	3.22	0.88	Agreed
3	Lack of vocational and technical skills needed in the society	3.44	0.62	Agreed

4	Lack of career guidance and counseling	3.33	0.77	Agreed
5	Large population of youth seeking employment	3.67	0.69	Agreed
6	Too much wages demanding by labour unions	3.00	0.97	Agreed
7	High level of corruption	3.50	0.71	Agreed
8	No capital or fund to establish business by youth	3.28	0.96	Agreed
9	Inability to discover ones potentiality	3.28	0.75	Agreed
10	Lack of general education	2.22	0.88	Disagreed
11	Lack of entrepreneurship knowledge	3.56	0.70	Agreed
12	Monopoly of resources by privileged individuals	3.17	1.04	Agreed

The data presented in table 1 on factors that affect youths unemployment in Nigeria, revealed that the respondent agreed with item 1,2,3,4,5,6,7,8,9,11 and 12 with mean score ranging from 3.17 - 3.67 while item 10 with mean score of 2.22 was disagreed by the respondent. This signifies that most of the respondents agreed that all the factors are responsible for youth unemployment in Nigeria. The standard deviation of the entire items in Table 1 range from 0.06 1. Which shows that respondents shared the same view on the factors responsible for youth unemployment in Nigeria. This is an indication that Nigeria youths are grossly in need of employment.

Research Question two: What are the vocational skills needs of youth employment in Nigeria?

Table 2: The vocational skills needs of youth in Nigeria

S/N	ITEMS	Mean	SD	Decision
1	Event management such as Catering Services, photography and video coverage etc.	2.89	0.96	Agreed
2	Decoration and public relations	3.06	0.94	Agreed
3	Tailoring/fashion designing	2.56	1.20	Agreed
4	Labeled body cream, lotion, balm and hair cream	2.67	0.97	Agreed
5	Hairdresser/Barbing	3.00	1.14	Agreed
6	Knitting	3.22	1.00	Agreed
7	Graphics Art (Artist)	3.06	0.99	Agreed
8	Textile trade	3.06	0.94	Agreed
9	Global System for Mobile Communication (GSM) repairs, Information and Communication Technology (ICT) skills such web development, programming, networking and customer services	3.50	0.62	Agreed
10	Carpentry and Joinery	2.72	1.07	Agreed
11	Bricklaying and Concrete work (Mason work)	3.38	0.91	Agreed

12	Welding and fabrication	3.11	1.13	Agreed
13	Computer Maintenance	3.39	0.85	Agreed
14	Wood Machining	2.83	0.92	Agreed
15	Electrical Installation and Maintenance Work	3.60	0.50	Agreed
16	Furniture crafts	3.17	0.99	Agreed
17	Automobile trade	3.28	0.89	Agreed
18	Radio, Television and Appliances repairs	2.39	0.98	Disagreed

The data presented in table 2 on the vocational skills needs for youth employment in Nigeria, revealed that the respondents agreed with item 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16, and 17 with mean score ranging from 2.56 - 3.60 except item 30 which has a mean score of 2.39. This signifies that most of the respondents agreed that all the items are vocational skill needs for youth's employment in Nigeria. The standard deviation of the items in table 2 range from 0.94 to 0.98 is an indication that the respondents have closer opinions in their response to the listed items concerning the form of VTE needed for their self-reliance. They are also clustered in the ratings of the items with mean scores range of 2.39 to 3.60 an average of 2.99 which is above 2.49 set as lower limit. The implication is that the respondents needed skills for self-reliant nearly in all the VTE listed in the items.

Hypothesis 1

Table 3: t-test analyses of the mean responses of rating of youth and adult on factors affecting youth unemployment in Nigeria. N₁-200, N₂-185

S/N	Items on the factors	S.D ₁	t-test	Decision
1	Inability of Government to create job opportunity	0.61	0.65	NS
2	Not ready to accept available jobs	0.88	1.34	NS
3	Lack of vocational and technical skills needed in the society	0.62	0.37	NS
4	Lack of career guidance and counseling	0.77	0.7	NS
5	Large population of youth seeking employment	0.69	1.55	NS
6	Too much wages demanding by labour unions	0.97	0.37	NS
7	High level of corruption	0.71	0.89	NS
8	No capital or fund to establish business by youth	0.96	0.47	NS
9	Inability to discover ones potentiality	0.75	0.36	NS
10	Lack of general education	0.88	0.14	NS
11	Lack of entrepreneurship knowledge	0.70	0.37	NS
12	Monopoly of resources by privileged individuals	1.04	0.08	NS

Key: N₁- Number of youth, N₂- Number of adult, SD₁- Standard Deviation of Professional, NS – Not

Significant

The t-test in table 3 show that there is no significant difference in the mean response between youth and adult on factors affecting youth unemployment in Nigeria. All items were upheld because the falling rate of t-test is above 0.05 level of significant.

Hypothesis 2

Table 4: t-test analyses of the mean responses of rating of youth and adult on the appropriate vocational/technical education skills needs by unemployed youth in Nigeria. N₁-200, N₂-185

S/N	ITEMS	SD	t-test	Decision
1	Event management such as Catering Services, photography and video coverage etc.	0.96	0.75	NS
2	Decoration and public relations	0.94	1.3	NS
3	Tailoring/fashion designing	1.20	0.07	NS
4	Labeled body cream, lotion, balm and hair cream	0.97	0.56	NS
5	Hair Dresser/Barbing	1.14	0.26	NS
6	Knitting	1.00	0.35	NS
7	Graphics Art (Artist)	0.99	1.55	NS
8	Textile trade	0.94	0.37	NS
9	Global System for Mobile Communication (GSM) repairs, Information and Communication Technology (ICT) skills such as web development, programming, networking and customer services	0.62	0.89	NS
10	Carpentry and Joinery	1.07	0.47	NS
11	Bricklaying and Concrete work (Mason work)	0.91	0.36	NS
12	Welding and fabrication	1.13	0.14	NS
13	Computer Maintenance	0.85	0.37	NS
14	Wood Machining	0.92	0.23	NS
15	Electrical Installation and Maintenance Work	0.50	0.26	NS
16	Furniture crafts	0.99	1.31	NS
17	Automobile trade	0.89	0.36	NS
18	Radio, Television and Appliances repairs	0.98	0.64	NS

Key: N₁- Number of youth, N₂- Number of adult, SD₁- Standard Deviation of Professional, NS – Not Significant

The t-test in table 4 show that there is no significant difference in the mean response between youth and adult on the appropriate vocational/technical education skills needs by unemployed youth in Nigeria. All items were

upheld because the falling rate of t-test is above 0.05 level of significant.

DISCUSSION OF THE FINDINGS

The result obtained from table 1 revealed that all the items identified except item 10, are the factors affecting youth unemployment in Nigeria. This is in line with the view of Ogbuanya & Owodunni (2021) he noted that youth represent the future and hope of every country. Therefore, the high resources invested in youth today have both immediate and long-term benefits, and as such youth programs play an important role in building life skills of individual in order to be self-reliant. Foster and Miron (2021) acknowledged that "education is the prime creator and conveyor of knowledge in any facet. This is to that education plays a pivotal role in leveling the playing field, particularly for marginalized groups. And as such, youth need to be given a befitting education that will enable them to be job creator rather than job seeker. Youth should be engaged in one form of vocational training or the other for their self-sustenance.

The result obtained from table 2 revealed that most of the respondents agreed with all the items, except item 18 on vocational skill needs as key to control youth unemployment in Nigeria. This is in line with Bello, Kareem (2024) who observed that vocational and technical education training such as tailoring, knitting, hair dressing, furniture crafts, automobile trade, electrical installation works etc. are necessary trade required for youth development. In effect, vocational education is the education that is focused on building self-reliant society (Jebba, 2012).

The results of hypothesis one in table 3 showed that there is no significant difference in the analysis of the respondents' ratings in the causes of youth unemployment in Nigeria $p > 0.05$. This implies that there are noticeable problems of employment in Nigeria, this is to say many Nigeria youth graduates who are ready to work and quite employable are not in employment. This finding is in line with the finding of Okafor, (2011) who stated that massive youth unemployment in any country is a signal of very complicated problems. Similarly, the finding is in line with Emeh, Nwaguma and Abaroh in their opinion that unemployment refers to a condition where one who is willing and capable of working are unable to get a suitable paid works.

The results obtained from hypothesis two indicated that there is no significant difference in the responses of youth and adults as per appropriate VTE Skills needed by unemployed Nigeria youths. The falling rate of test was above 0.05 ($p > 0.05$). THIS Implies that all the listed items of VTE are needed by youth to eradicate unemployment and capable of making them self-reliant..

Finding

The findings of this study include:

1. In-ability of Government to create job opportunity, lack of Vocational and Technical skills needed by the society, large number of youth seeking employment among others.
2. Majority of Nigerian Youth like to pursue careers in Electrical Installation and Maintenance work, GSM repairs, Information Communication technology skills such as web development, programming, networking and costumers services.

RECOMMENDATION

It is therefore recommended that:

1. All three (3) tiers of Nigeria Government should equip vocational and technical colleges throughout the country,
2. Government should emphasis employment of quality human resources to teach in vocational and technical colleges towards imparting knowledge and skill to these youth.
3. Non-Governmental Organisation such as Youth Empowerments Scheme (YES), Committee on Drug and Substance Abuse Prevention (CDSAP), Focus on Labour Exploitation (FLEX) and Youth Development & Enlightenment Initiative (YDEI) among others, should create workshops and seminars

to train youth on Vocational and Technical Skill Acquisition.

CONCLUSION

Based on the finding, it is concluded that a large numbers of factors are affecting youth unemployment such as Government inability to create job opportunities for youth. Also, majority of the youth tends to focus mainly on technological innovations, thereby neglecting other areas of skill empowerment which are also viable.

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