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TECHNOLOGY AND VOCATIONAL EDUCATION: A WAY FORWARD TO YOUTH UNEMPLOYMENT IN NORTH CENTRAL NIGERIA

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Abstract
Unemployment is a clear global problem that leaves no nation untouched both developing and developed nation of the world. This scenario is seriously agitating for national attention particularly Nigeria during this economic crisis. This paper has delved into exploitation of technical and vocational education as a way forward towards reducing unemployment in Nigeria. The objectives aimed to identify the causes of youth unemployment and potential solutions for solving the issue. Two null hypotheses were evaluated at the 0.05 level of significance, and two research questions were developed to direct the investigation. A 45-item questionnaire was utilised as the tool to collect data from the two categories of respondents—youth and adults in the research zone—for the study, which employed a descriptive survey methodology. For the study, a population of 485 adults and youth from the North Central zone was used. Two specialists from Federal University of Technology, Minna's ITE Department validated the device. The obtained data were analysed using the mean and standard deviation. According to the study's findings, among other things, the rate of youth unemployment in Nigeria is caused by a lack of vocational and technical abilities that young people in the country need, a lack of guidance regarding careers, and a lack of expertise in entrepreneurial endeavours. For these reasons, the government should pay attention to the issue of unemployment in Nigeria. Based on these findings, it was recommended that parents, NGO, industries and Government at all level that is Federal, State and Local government and Nigeria Society should give adequate recognition to technology and vocational Educational by providing adequate funding to obtain necessary tools, equipment and infrastructure for technical colleges and tertiary institution offering the programme. Quality and adequate human resources needed to be recruited to teach in all vocational technical education institution of learning. In addition to all these, government should be in partnership with industries to create skills centres across the Nation for youth skill development.
Keywords: Technical and Vocational Education, Government, Unemployment.

Introduction

The world have increasingly been eluded with what is rapidly emerging as a global crisis concerning youth unemployment. It is a concern that shows just how different national economies across the glove are with levels of debt which is varying depending on each country's own circumstances. An unemployed person, according to Akintoye (2008) is "one who though able and willing to work but cannot find a job ". In terms of these paper, unemployment would be considered a condition where someone is searching for work but has none yet. This definition is well articulated by Emeh, et al (2012) who defined unemployment as a situation whereby an individual with the ability to work at any wage above minimum but could not find employment appropriate for his or her qualification. Meanwhile unemployment can be easier to observe at the surface level but determining exactly what it means is not always as simple broadly speaking, it is characterized by a lack of employment that is, a person of over 16 years old who does not have work for pay and has gone through the job market, this is a symptomatic of some amount of unemployment which is a huge problem that governments are supposed to fix sooner than later.

A low economy with high unemployment rates, paired up with public housing or the promise of getting out from a crummy apartment in order not face covenant questions are usually popular targets in areas that have both elevated poverty levels and potential cash aid challenges. In the 21st century, unemployment is a key developmental challenge for many countries. According to Patterson et al (2006), this global trend is not alien to Nigeria and unfortunately, the challenge could be more intensified in developing nations with wider social, political, economic and psychological implications. The problem yet to be solved is massive joblessness of youth signals an underlying complexity, Published by Frances Okafor November 29, 2011 who opined that Unemployment in Nigeria can be divided into two types namely: The older individuals who lost their jobs as a result of retrenchment, bankruptcy or redundancy the second are the young and able that unfortunately despite having all to offer for work still have yet unemployed. Of course, when there is a surplus of workers and not enough work to go around that leads to joblessness. Forcing youth to be involved in inadequate formal economic activities, which may result in underemployment and cause crime if they have resort either into capsulizing their work or engaging unorthodox lives at a young age.

Essential Vocational and Technological Education Information for Nigerian Youth.

The youth in Nigeria typically lack access to appropriate guidance information regarding technology and vocational education, which discourages them from pursuing an interest in learning a skill that will enable them to work for themselves. This ignorance of relevant information always results in unemployment. Consequently, inadequate guidance and insufficient information to support young people pursuing postsecondary education lead to unemployment. As a result, they would rather follow any vocation, regardless of whether it aligns with their aptitude, interest, or ability. Nwakomah (2005) argued that the public's poor impression of VTE as education for the underachievers stemmed from these factors. In other words, students who struggle academically are more likely to study VTE topics, and as a result, the majority of parents are reluctant to support their children in doing so since they believe VTE is education for the less fortunate. Therefore, regardless of whether graduates will have access to employment possibilities after graduation, parents want their children to receive an academic education. In actuality, the majority of parents oppose sending their kids to school to acquire trades like auto repairs, machine woodworking, carpentry, bricklaying, and concreting.

The desire for credentials and degrees over VTE abilities because graduates with degree certificates in other professions are given preference over candidates with VTE skills especially when it comes to political nominations, leadership roles, and decision-making. Similarly, low perceptions of blue-collar jobs provided by Vocational Technical schooling prior to and following independence have led to the creation of white-collar positions in Nigerian schooling. Mojo (2008) made the observation that a high unemployment rate and poverty in society were eventually caused by a lack of jobs. It is now evident that information regarding Nigeria's unemployment rate is not easily obtainable. Awogbenle and Iwuamadi (2010) emphasised this idea by pointing out that data from the Federal Bureau of Statistics and the Manpower Board indicates that there are 80 million youngsters in Nigeria, or 60% of the country's overall population. Additionally, 1.6 million of these young people are underemployed and 64 million are unemployed. When someone accepts a job or task that is insufficient to support them, it falls under the category of employment.

The Federal Republic of Nigeria (2014) defines Vocational and Technical Education as components of the educational process that include the study of sciences connected to technology and the acquisition of information, attitudes, and practical skills related to careers in the social and economic spheres. The term VTE was also defined by the ILO (2012) as education that prepares a person for profitable employment as a technician, subprofessional, or semi-skilled worker in a recognised occupation. According to a related development, VTE is the component of education that gives the graduate the fundamental information and practical skills required for entering the workforce as an independent contractor. By fostering the skills necessary for business, industry, agriculture, and economic growth, vocational education helps to create a self-sufficient country. According to Jebba (2012), vocational education is the kind of education that focusses on creating a society that is self-sufficient.

The goal of technical education as a course offered in technical institutions is to lessen poverty and promote sustainable development. Since youth are the world's future, every country does everything in its power to positively engage and prepare them for the global marketplace. This study is provided to students in order to make them productive in the areas of the economy sector, occupational, and specialised work (Okwori, 2012). For this reason, this age group is the target of most entrepreneurs. Regretfully, the reality is that due to a system that inherently places them at a disadvantage, young people around the world are still unable to realise their full potential. The main issue is that children from marginalised or smaller social groups are disproportionately affected by local, national, and international crises. A much bigger global initiative will be needed if youth are to be ready for the difficulties of the future. It also needs an adult and peer support system (a group where honesty is valued).

It can be extended further to say that VTE programs offer ways to meet the demands of the labour market by assisting people in utilising their skills to become more independent and capable of producing jobs rather than just seeking them out. It's interesting to note that using VTE to help someone become a self-sufficient citizen goes beyond viewing it as a way to get educated for a job or as a way to supplement what teachers teach in the classroom. However, in order to give our unemployed youth in Nigeria the opportunity to learn and embrace a life style that is comprehensive in technical and vocational training for sustainable development, the government, non-governmental organisations, society, and all stakeholders must be prepared. In summary, TVET—technical vocational education and training—must be prioritised by Nigeria and many other nations in order to provide adolescents with the technical skills necessary to engage in gainful employment.

Despite the obvious need for technical and vocational services, the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) department for Technical and Vocational Education and Training (TVET, 2015) believed that TVET programs had not done well enough to increase employment. This is undoubtedly caused by the decline in wage employment prospects for skilled labour with technical knowledge.

Importance of Technical and Vocational Education

Additionally, according to the ILO (2012), Technical and Vocational Education Training (TVET) is a component of the educational system that emphasises the study of technologies and allied sciences in order to generate skilled labour for sustainable economic development. According to reports, TVET's primary goal is to teach workers who can meet the demands of the changing industrial landscape and get them ready for the workforce's role in the economy. The developed countries adopted TVET for job creation and used it to the benefit of their citizens; this is not the case in many African countries, particularly Nigeria (Olakunle and Ogedengbe, 2020). This new challenge must be met in order to match the education proposed with vocational demands. But the early 1980s financial and economic crises compelled the continent to embrace TVET as an instrument of adjustments for a sustainable production system in order to address graduate unemployment as well as global economic issues. Based on this premise, a number of nations are overhauling their educational systems in an effort to standardise the way they prepare their young people for the demands of the global market (Fien et al., 2013). In order to make TVET learning resources available to the general people, TVET was thus incorporated into the public and private educational systems as well as the informal sector.

Therefore, by giving underprivileged people the skills and information they need to enhance their economic chances, TVET can aid in reducing poverty and promoting social mobility (Elock, 2019). Additionally, it can support sustainable development by providing training for trades and technical skills applicable to sustainable agriculture and renewable energy, two major drivers of economic growth (Mouzalitis, 2010). Thus, TVET's contribution to sustainable economic growth is in offering a framework for developing a coordinated and harmonised approach to post-secondary education and the creation of the skilled labour force that the nation needs.

Vocational and Technical Education (VTE) includes programs for developing skills and manpower that are intended to provide students the values, cultural awareness, and useful tools they need to be independent in their communities. Maigida (2013) defines vocational training and education (VTE) as educational programs that equip students with the practical skills necessary to succeed in their chosen fields of work. According to Blase (2014), VTE encompasses a variety of subjects like business, technical training, and agricultural education. Its goal is to help adults and children alike acquire the knowledge, skills, attitudes, and abilities needed to succeed in a changing economic environment.

According to the European Commission (2010), VTE makes it possible for people to enrol in skill-based programs that are specific to the jobs they want to pursue, guaranteeing that they get the training they need to succeed and find employment. This study aims to investigate the significance of vocational technical education in creating career prospects and promoting self-reliance among young people in Nigeria.

A stage of education known as Technical Vocational Education and Training (TVET) imparts foundational scientific knowledge together with applied and practical skills. TVET meets the demands of the commercial, agricultural, and industrial sectors and is often offered at the senior secondary or tertiary level.

Technical education is described as an organised course of study that takes employment alternatives into account, encourages the development of critical life and educational skills, and guarantees quality control and ongoing skill improvement in the National Policy on Education (FRN, 2014).

TVET attempts to improve job-relevant skills by emphasising practical training relating to certain vocations, including handcrafts. It gives pupils the skills they need to become independent and significant members of their communities. The National Policy on Education (FRN, 2014) states that the goals of Technical and Vocational Education and Training (TVET) are to prepare people for independence, advance vocational and technical skills for economic and commercial progress, and provide qualified manpower for science, commerce, and technology.

The goal of TVET is to give students the real-world skills they need to be independent and succeed in developing professions. TVET plays an important part in preparing people for technical and sub-professional jobs, which advances social, political, and economic advancement, according to Abdullahi (1993). TVET has advanced slowly in Nigeria because the government has not fully grasped its potential, despite its significance. Many technical colleges have been criticised for being out-of-date and underequipped, and many have been found to lack proper equipment (Gumbari, 2009; Adewale, Ahmid, & Sherifat, 2014).

The National Board for Technical Education (NBTE) introduced entrepreneurship education to polytechnics and monotechnics with the goal of guiding young people towards technical and entrepreneurial skills for self-reliance. This program aims to increase student enrolment in technical programs and generate more highly qualified professionals (NBTE, 2012).

The government has established a number of short-term vocational and technical training programs in addition to formal education through organisations like the National Youth Service Corps (NYSC), the National Poverty Alleviation Programme (NAPEP), the Industrial Training Fund (ITF), and the National Directorate of Employment (NDE). Unfortunately, corruption and a lack of emphasis on formal technical education have made it difficult for many of these initiatives to achieve their goals (Andrew, 2013).

Prior to the industrial revolution, family crafts and apprenticeships were the main sources of vocational education. With the advent of courses in accountancy, industrial training, commercial studies, and stenography in both public and private schools, vocational education gradually gained popularity, particularly in the United States (Duffy, 2007).

To sum up, technical and vocational education is essential in providing Nigerian young with the necessary skills for economic independence and self-sufficiency. Fostering a trained and independent workforce requires addressing the issues and improving the efficacy of these educational initiatives.

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. Especially in this present economic crisis that comes with bloated hunger in all zones. Idleness has become order of the day by Nigeria youth which obviously involved them in various vices such as Political thuggery, rioting, looting, drug abuse all due to lack of employment and lack of vocational and technical education skills that can enable youth to be self-reliance, most especially when it comes to competences and skill acquisition in the depressed economy and labour market. In another views, the devaluation of Nigeria currency and importation of various goods, corruption among other can lead to unemployment in any nation

This research works was carried out on the basis of identifying viable Technology and vocational skills programme for youth development and self-reliance.

.Objectives of the Study

The study assesses Technical and Vocational skills needs by unemployed youths in Nigeria. Specifically; it is to determine

I. The factors responsible for youth unemployment in North Central Nigeria

II. The appropriate Technical and Vocational skills need by unemployed youth

Research Questions

I. What are the factors responsible for youth unemployment in Nigeria?

II. What are the Technical and Vocational skills needs by unemployed youth in Nigeria?

Hypothesis

Two hypothesis were formulated and tested as 0.05 level of significant

H_{oi} – There is no significant different between the mean rating of youths and adults on factors responsible for youth unemployment in Nigeria

H_{oii} – There is no significant different between the mean rating of youths and adult on the appropriate technical and vocational skills needs by unemployed youths in Nigeria.

Research Methodology

For this study, a survey research design was used. According to Olaitan (1999), survey research entails asking questions via an interview and a well-structured questionnaire in order to get information about respondents' beliefs and behaviours. Because the design has been applied to similar studies in several fields of study and was shown to be excellent, it was deemed appropriate for this particular study. It was utilised by Kareem (2017) to research the training requirements of woodworking technology teachers at Government Technical Colleges in Niger State, Nigeria. Additionally, it was used by Bello, Danjuma, and Adamu (2007) to assess the need for vocational training among Nigerians aged 15 to 25 who are not enrolled in school.

The study was carried out in Nigeria's North Central Zone, which is made up of six states and is located at the meeting point of the rivers Niger and Benue. Benue State, Kwara State, Nasarawa State, Niger State, Plateau State, and Federal Capital Territory, Abuja, are among the six states. The North Central Zone was selected because there are a lot of young people dropping out of school in these states. Four hundred and eighty-five children and adults made up the study population.

The two (2) portions of the instrument used to collect the data were A and B. Twelve items in Section A address the causes of young unemployment, whereas twenty-two items in Section B address the TVE skills that unemployed youth require. Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point were the four-point (4) scale answer modes that were used. To confirm the internal consistency of its use, the instrument was also put through a reliability test. piloted in two states outside of Nigeria's North Central State. According to Louis, Lawrance, and Keth (2007), the data demonstrate a Cronbach alpha analysis reliability coefficient of 0.78, which was deemed reliable. Two specialists from Federal University of Technology, Minna's ITE Department verified the legitimacy of the instrument's face and content. The Z-test was utilised to test the null hypothesis at the 0.05 level of significance. It compares the respondent's significant rating value so that a lower result ($P<0.05$) is interpreted as the hypothesis being rejected. If the responder rating value ($P>0.05$) is high, the hypothesis can then be supported. This study's conclusion, which showed that there was no discernible significant difference, was supported. All of the adults and children in the research region received 485 copies of the questionnaires.

Analyses of the data were conducted using the approximately 96% of returned questionnaires. The questionnaire items were answered using descriptive analysis (means and standard deviation), which involved tabulating and comparing the respondents' responses. The degree of agreement or disagreement was measured using the criterion mean (2.50). The choice was made to score an option positively (agree) if the item mean ($\bar{X}$) exceeds the criteria mean (2.50); items with a mean valve of less than 2.5 are rated negatively (disagree).

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	Government's failure to generate employment opportunities	3.61	0.61	Agreed
2	Reluctance to accept available job positions	3.22	0.88	Agreed
3	Insufficient vocational and technical skills required by the job market	3.44	0.62	Agreed
4	Absence of career counseling and guidance	3.33	0.77	Agreed
5	Excessive number of youths seeking employment	3.67	0.69	Agreed
6	High wage demands by labor unions	3.00	0.97	Agreed
7	Elevated levels of corruption	3.50	0.71	Agreed
8	Lack of capital or funds for youth entrepreneurship	3.28	0.96	Agreed
9	Inability to recognize personal potential	3.28	0.75	Agreed
10	Deficiency in general education	2.22	0.88	Disagreed
11	Lack of knowledge in entrepreneurship	3.56	0.70	Agreed
12	Concentration of resources among privileged groups	3.17	1.04	Agreed

According to Table 1 results on the variables influencing youth unemployment in Nigeria, the respondent agreed with everything but item 10, which had a mean score of 2.22. The other items' mean scores ranged from 3.17 to 3.67. This shows that the majority of respondents were in agreement that all the factors contributing to Nigeria's youth unemployment are to blame.

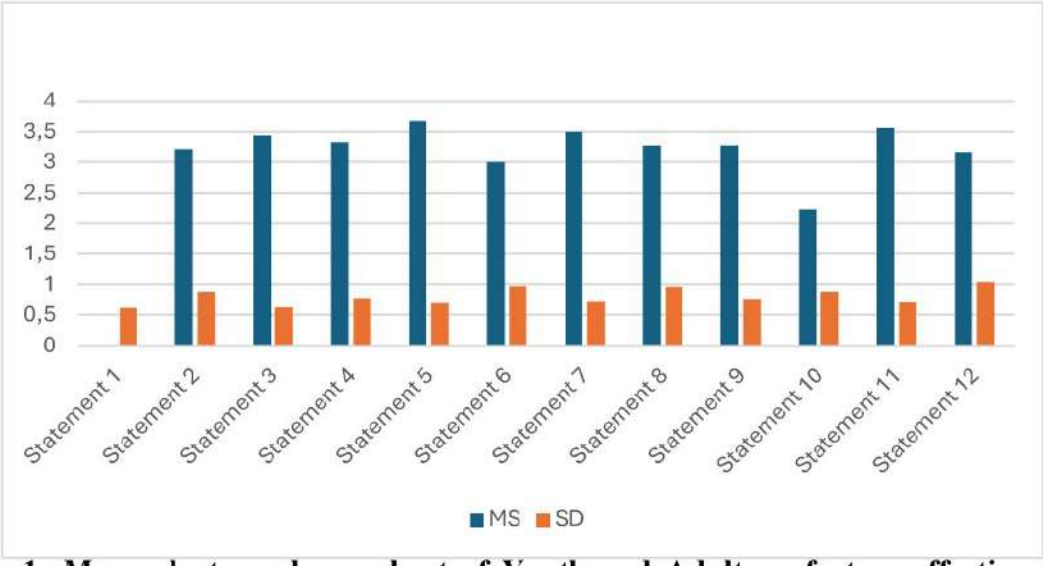

Figure 1: Mean cluster column chart of Youth and Adult on factors affecting youth unemployment in North Central Nigeria

Figure 1: The standard deviation of all items in Table 1 ranges from 0.61 to 1.04; the column indicates that respondents' opinions on the variables influencing young unemployment in North Central Nigeria were in agreement. This indicates that their answers to the question item that is mentioned as the factors impacting youth unemployment in Nigeria are fairly similar, which highlights the urgency of providing quick educational attention to better the lives of Nigerian youth.

Research Question two: What are the Technology and Vocational Education skills needs of youth employment in Nigeria?

Table 2: The vocational skills needs of youth in Nigeria

S/N	ITEMS	Mean	SD	Decision
1	Cabinet Marking	2.76	0.15	Agreed
2	Carpentry and Joinery Works	2.72	1.07	Agreed
3	Wood Pattern making	3.14	0.93	Agreed
4	Wood finishing and Painting	2.45	1.20	Agreed
5	Wood Machining	2.83	0.92	Agreed
6	Furniture crafts/Upholstery Works	3.17	0.99	Agreed
7	Ornamental Wood Design	2.16	0.17	
8	Program Management (including Catering, Photography, and Video Production)	2.19	0.26	Agreed
9	Decoration and Public Relations	3.06	0.94	Agreed
10	Tailoring and Fashion Design	2.56	1.20	Agreed
11	Production of Labeled Body Creams, Lotions, Balms, and Hair Products	2.67	0.97	Agreed
12	Hairdressing and Barbering	3.00	1.14	Agreed
13	Knitting	3.22	1.00	Agreed
14	Graphic Arts (Visual Art)	3.06	0.99	Agreed
15	Textile Trade	3.06	0.94	Agreed
16	GSM Repair and ICT Skills (including Web Development, Programming, Networking, and Customer Support)	3.50	0.62	Agreed
17	Bricklaying and Masonry	3.38	0.91	Agreed
18	Welding and Metal Fabrication	3.11	1.13	Agreed
19	Computer Maintenance	3.39	0.85	Agreed
20	Electrical Installation and Maintenance	3.60	0.50	Agreed
21	Automobile Repair and Maintenance	3.28	0.89	Agreed
22	Repairs of Radios, Televisions, and Other Appliances	2.39	0.98	Disagreed

Table 2 results on the technical and vocational abilities required for youth employment in Nigeria showed that, with the exception of item 28, which has a mean score of 2.39, all of the respondents agreed with the items, with mean scores ranging from 2.56 to 3.60. This shows that the majority of respondents felt that all of the elements are necessary for young people to have job in Nigeria in terms of vocational skills. The discord observed in item 22 may stem from antiquated manual appliance maintenance techniques.

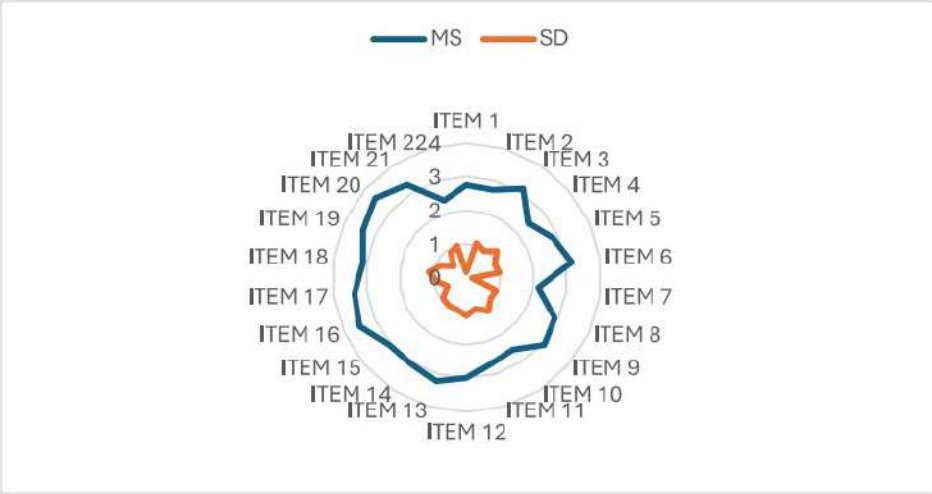

Figure 2: Mean cluster radal response of Technology and Vocational Education skills needs for youth employment in North Central Nigeria.

Figure 2 - The standard deviation of items statement in table 2 range from 0.15 to 0.98, the radal show that the respondent shared the same opinion in their rating on Technology and Vocational Education skills needs for youth employment in North Central Nigeria. This implies that the respondent shared similar idea in the rating of question item listed.

Hypothesis 1

Table 3: *Z-test analyses of the mean responses of rating of youth and adult on factors affecting youth unemployment in Nigeria. N_1-200, N_2-185*

S/N	Items on the factors	$S.D_1$	Z-test	Decision
1	Government's failure to generate job opportunities	0.61	0.65	NS
2	Reluctance to accept available job positions	0.88	1.34	NS
3	Insufficient vocational and technical skills needed in the society	0.62	0.37	NS
4	Absence of career guidance and counseling	0.77	0.7	NS
5	Excessive number of youth seeking employment	0.69	1.55	NS
6	High wage demands by labor unions	0.97	0.37	NS
7	High levels of corruption	0.71	0.89	NS
8	Lack of capital or funds to establish businesses	0.96	0.47	NS
9	Inability to recognize one's potential	0.75	0.36	NS
10	Insufficient general education	0.88	0.14	NS
11	Lack of entrepreneurship knowledge	0.70	0.37	NS
12	Concentration of resources among privileged individuals	1.04	0.08	NS

Key: SD_1- Standard Deviation of Professional, NS– Not Significant

The Z-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 Z-test is above 0.05 level of significant.

Hypothesis 2

Table 4: Z-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. N_1-200, N_2-185

S/N	ITEMS	SD	Z-test	Decision
1	Cabinet Marking	0.96	0.75	NS
2	Carpentry and Joinery Works	0.94	1.3	NS
3	Wood Pattern making	1.20	0.07	NS
4	Wood finishing and Painting	0.97	0.56	NS
5	Wood Machining	1.14	0.26	NS
6	Furniture crafts/Upholstery Works	1.00	0.35	NS
7	Wood Ornamental Design	0.99	1.55	NS
8	Event management such as Catering Services, photography and video coverage etc.	0.94	0.37	NS
9	Decoration and public relations	0.62	0.89	NS
10	Tailoring/fashion designing	1.07	0.47	NS
11	Labeled body cream, lotion, balm and hair cream	0.91	0.36	NS
12	Hair Dresser/Barbing	1.13	0.14	NS
13	Knitting	0.85	0.37	NS
14	Graphics Art (Artist)	0.92	0.23	NS
15	Textile trade	0.50	0.26	NS
16	Global System for Mobile Communication (GSM) repairs, Information and Communication Technology (ICT) skills such web development, programming, networking and customer services	0.99	1.31	NS
17	Bricklaying and Concrete work (Mason work)	0.89	0.36	NS
18	Welding and fabrication	0.98	0.64	NS
19	Computer Maintenance	0.97	0.24	NS
20	Electrical Installation and Maintenance Work	1.12	0.46	NS
21	Automobile trade	0.89	0.44	NS
22	Radio, Television and Appliances repairs	0.87	1.35	NS

Key: SD_1- Standard Deviation of Professional, NS– Not Significant

The z-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 z-test is above 0.05 level of significant.

Discussion of the Findings

The results from Table 1 indicate that all identified factors, except for item 10, are significant contributors to youth unemployment in Nigeria. The exception of item 10 is attributed to the lack of formal education among the majority of the youth in this zone. To address this issue, research assistants were employed to interpret the questionnaire in a manner accessible to the respondents. This finding supports Seiders (1985), who emphasized that youth represent the future and hope of any nation. Consequently, investing in youth yields both immediate and long-term benefits, making youth programs essential for developing life skills necessary for self-reliance.

Galadima (2003) also noted that "education is the prime creator and conveyor of knowledge in any facet," underscoring the need for quality education that enables youth to become job creators rather than job seekers. Engaging in vocational training is crucial for fostering self-reliance.

Table 2 shows that the majority of respondents agreed with every item with the exception of item 22, which talks about the importance of vocational skill requirements in reducing youth unemployment in Nigeria. This is in line with the findings of Bello, Danjuma, and Adamu (2007), who emphasised the importance of vocational and technical education for the development of young people. These include classes in knitting, hairdressing, tailoring, furniture building, car repair, and electrical installation. The goal of vocational and technical education is to build an independent society (Jebba, 2012). Proficiency in various fields, including graphic arts, computer, fashion design, fashion joinery, upholstery, cabinetry, carpentry, and catering, is essential for the growth of young people and the progress of society. Usman (2014) supports this view, noting that training and skill improvement programs enhance performance and contribute to national economic development.

Conclusion and Recommendation

The study's findings include: (a) a number of variables influencing Nigeria's young unemployment rate. These include, among other things, the government's incapacity to generate job opportunities, the dearth of technical and vocational skills that society requires, and the sheer volume of young people looking for work. The majority of young people in Nigeria (b) are interested in pursuing jobs in information and communication technology, including web creation, programming, networking, and customer service, as well as electrical installation and maintenance and GSM repairs. The conclusion drawn from the data is that a multitude of issues, including the government's incapacity to provide job chances for young people, are contributing to youth unemployment. Additionally, the majority of young people have a tendency to concentrate primarily on technical advancements, ignoring other, equally potential avenues for skill enhancement.

Therefore, it is advised that the Nigerian government at all three (3) tiers outfit vocational and technical colleges across the nation, placing a strong emphasis on hiring qualified teachers to staff these institutions in order to provide these young people with knowledge and skills. Non-Governmental Organisations (NGOs) such as Youth Development & Enlightenment Initiative (YDEI), Youth Empowerments Scheme (YES), Abuse Prevention (CDSAP), Committee on Drug and Substance and Focus on Labour Exploitation (FLEX) should host workshops and seminars to train youth in Vocational and Technical Skill Acquisition. Industries should be ready to begin offering training to young people.

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