



# Woodwork Technology and Vocational Skills: A Pragmatic Approach to Youth Unemployment In Nigeria



<sup>1</sup> Bamidele kareem Wahab,<sup>2</sup> Omuya, Abubakar Halima,  
<sup>3</sup> Ogbanje, Okwori Robert , <sup>4</sup> Mik, Muhammed Bala

<sup>1</sup> Associate Professor Industrial And Technology Education, School Of Science And Technology,  
Federal University Of Technology Minna, Niger State, Nigeria

[wahabami4u@futminna.edu.ng](mailto:wahabami4u@futminna.edu.ng)

<sup>2</sup> Department Of Building Technology, Federal Polytechnic Nasarawa,  
Nasarawa State, Nigeria

[halimatomuyajerta@gmail.com](mailto:halimatomuyajerta@gmail.com)

<sup>3</sup> Professor Industrial And Technology Education, School Of Science And Technolog, Federal  
University Of Technology Minna, Niger State, Nigeria

[okworirobert@gmail.com](mailto:okworirobert@gmail.com)

<sup>4</sup> Associate Professor Industrial And Technology Education, School Of Science And Technolog,  
Federal University Of Technology Minna, Niger State, Nigeria.

corresponding author :- [balauhammed@futminna.edu.ng](mailto:balauhammed@futminna.edu.ng)

## 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 woodwork skills and vocational education as an approach towards reducing unemployment in Nigeria. The objectives were to seek factors responsible for youth employment and possible approach to eradicate the problem. Three research questions were formulated to guide the study while two null hypotheses were tested at 0.05 level of significant. A descriptive survey design was used for the study while a set of 45 items questionnaire was the instrument used to obtain data from the two categories of respondents. Four hundred and eighty-five youth and adult from North Central zone were used as population for the study. Standard Deviation were used to analyse data obtained. The study findings includes: Government should give attention to unemployment in Nigeria because the respondents agreed that factors such as lack of woodwork and vocational skills needed by youth in the society among others are responsible for youth 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 woodwork technology and vocational skills by providing adequate funding to obtain necessary tools, equipment and infrastructure for technical colleges and tertiary institution offering the programme.*

**Keywords:** Poverty alleviation, woodwork technology, youth unemployment

## Article History

Receive Date: 2024/11/2

Accept Date: 2024/11/28

Publish Date: 2025/1/3

Volume 5 / Issue1, June, 2025

DOI: - 10.21608/ijahr.2025.407333

## CITATION:

kareem Wahab, B., Abubakar Halima, O., Okwori Robert, O., & Muhammed Bala, M. (2025). Woodwork Technology And Vocational Skills: A Pragmatic Approach To Youth Unemployment In Nigeria. *International Journal of Advanced Humanities Research*, 5(1), 1-16. doi: 10.21608/ijahr.2025.407333

## Introduction

The youth unemployment in Nigeria is already at alarming rate such that the term is becoming a slogan that is more emphasising. It is a crucial term, It is basically depend on the happening in the society. It is obvious that most society is dynamic in nature and thus made the term unemployment to be subjected to people different opinion. On this bases Akintoye, 2008 opened that any member of society who is strongly seeking for a job or work to do at every point in time but couldn't get one is referred to as unemployed member of the society. In the context of this work the term unemployment can conceptually have referred to as a situation in which a person who is readily available and willing to work at the approved societal rate of pay package but could not find any job. This assertion is in line with, Emeh, Nwaguma and Abaroh (2012) the term is said to mean a condition where no suitable job is available to someone who is capable and willing to work for a suitable paid. Therefore unemployment is an easily notable process 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 (2006) unemployment is a developmental problem among others embattled by most country in the 21<sup>st</sup> 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 (Erchebir, 2005, Gibb & George, 2012).

### **Unemployment leads to poverty and social vices.**

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 are 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). In a similar view it has become obvious that if youth decides to desert VTE skill acquisition then the tendency to have them involved in social vices may be very high, since many Nigeria lack employment are mostly those that are not skilful and who turns out to become naissance to the society. These set of youths involved themselves in various social vices such as drugs abuse, house burglary, pocket picking, smoking, drinking, political thuggery and many other social vices, it is on this not Umar (2008) emphasized that with a skills acquisition by these youths these social vices acts will diminish or will be eliminated and be this Nigeria will be good again. It is however good to note that involvement of Nigeria youth in skilling programme such as furniture making, cabinet making, wood ornamental design, decorations and other VTE is a must if the Nigeria has the interest of her youth in becoming a good citizen who should become a leaders of tomorrow. Therefore, it is of the researcher's view that VTE skills can be a way forward.

#### **Needed Vocational and Technology Education Information by Nigeria youth.**

Generally, Nigerian youths lack proper guidance information about technology and vocational education. And as a result of which they do not pick interest in studying a skilful programme or course that can let them become a self-employed citizen, and this lack of proper information always lead to unemployment. Therefore, unemployment arises as a result of poor counselling and lack of necessary information to guide youths in their pursuance of tertiary 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 Nwakomah (2005) 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 wards 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 carpentry, cabinet making, machine woodworking, bricklaying and concreting, 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 Mojo (2008) 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. Uddin and Uwaifo (2005) 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 remains 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).

It was stretched further that VTE programed providing means to the demand of world of work in a way of helping individual to take advantage of skilling so as to become a self-reliance individual who can be a job provider rather than a job seeker. It is interesting to note that for individual to become a self-reliant citizen through VTE goes beyond seeing it as education for work or a limitation to the classroom activities. But both government, NGO, society and all stakeholders must be ready to provide enabling opportunities to our Nigeria unemployed youth to learn and adopt a life style that is in-depth in vocational and technical education for sustainable development.

In nutshell, Nigeria youth need to be provided with quality education if they must be empowered so as to eradicate poverty (Sekenu, 2004). 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 dearth of wage employment opportunities for trained manpower in technical skills.

### **Woodwork Technology**

Woodwork technology is one of the available options in technical education, others are building technology, automotive technology, electrical electronics technology and metalwork technology. The woodwork technology aspect comprises of upholstery making, cabinet making, carpentry, joinery and ornamental design, woodwork is a skill related trade offered in Technical colleges and tertiary institution in Nigeria, It prepare the learner with knowledge and skills in the art and craft of woodworking and further equips the individual with the necessary skills for self-enterprising and as skilled craftsmen in the wood base industries. Yahaya and Kareem (2017) described woodwork technology education as area of specialization that involves the acquisition of knowledge, skills and attitude in the manipulation, construction or fabrication of woodwork part in the workshops. The important of engaging youth in woodwork technology and other vocational skills to the economy development of Nigeria cannot be emphasized as it disengages them from all evil act such as drugs addict, pocket picking, kidnapping, robbery, thuggery and so. Therefore, any of these aspect of woodwork technology and other vocational skills are appropriate skills that youths can be engaged and become a self-reliance.

### **Concept of Vocational and Technical Education**

Vocational Technical Education are skills acquisition and manpower development programme. It equips the learners with tools, culture and necessary values for one to be self-reliance in the belonging society. According to Maigida (2013) Vocational Technical Education refers to any form of education, equipped an individual with practical skills to function in a choice occupation. This is to say that VTE is such a development and competence needed to succeed in a particular occupation in a related view of Blase (2014) stated that VTE is a form of education such as agricultural education, Business, Technical and others that consist of the formal instruction to develop abilities, attitudes, skills and understanding that make young people and adults intelligent and occupationally competent in the changing economic life.

Vocational Technical Education according to Aigbonu (1994) is a practical real and result oriented form of education and as such has to do with the development of skills, abilities and attitudes. It was stretched further that work habits and appreciations needed to obtain, hold and advance in occupations is the major concern of vocational and technical education.

Similarly, VTE can be viewed as a process or pragmatic approach to the study of technologies and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in a nation's economy and productivity in social life. Vocational and technical education as viewed by UNESCO (2015) in integral part of general education named to prepare the recipient for occupational fields and for effective participation in the world of work. This is to say VTE are lifelong learning that prepare learners for responsible citizenship and a way forward to poverty alleviation. Therefore the target of VTE is to prepare an individual in order to be employable now or in future.

European Commission (2010) opined that VTE is a type of education that enable individual to enroll into a skillful programme based on their choice of an occupation for which the individual needs training that makes them to excel and employable in the choose occupation. It is on this basis the researchers consider that woodwork and vocational technical education are appropriate skills oriented towards providing job opportunity to make Nigerian youth become a self-reliance citizen.

### **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 such as Political thuggery, drug abuse among others due to lack of employment and also because the youth lack vocational and technical education skills that can enable them to be self-reliance, 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 identifying suitable woodwork and vocational skills programme for youth development and self-reliance.

### **Objectives of the Study**

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

- I. The factors responsible for youth unemployment in Nigeria
- II. The appropriate woodwork and Vocational skills needs by unemployed youth
- III. The strategies for the effective training of youth for self-employment.

### **Research Questions**

- I. What are the factors responsible for youth unemployment in Nigeria?
- II. What are the woodwork and vocational skills needs by unemployed youth in Nigeria?
- III. What are the strategies for effective training of youth for self-employment?

### **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 on factors responsible for youth unemployment in Nigeria

$H_{oii}$  –There is no significant different between the mean rating of youths on the appropriate woodwork and vocational skills needs by unemployed youths 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 questionnaires and an interview. The design was considered appropriate for the study because it has been used for similar studies but in different areas of study 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, Danjuma and Adamu (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 used for data collection contained Three (3) sections, comprises of sections A, B and C. Section A with 12 items focusses on the factors response for youth unemployment, B with 21 items focusses on VTE skills needs of unemployment youth. While section C with 10 items was on the strategies for the training of the unemployed youth. Four points (4) scale response mode of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point were used. The instrument were also subjected to a reliability test in order to establish the internal consistency of its application. Piloted in three states outside North Central State of Nigeria. The results shows a Cronbach alpha analysis reliability coefficient of 0.78 which was regard as reliable according to Louis, Lawrance and Keth (2007).

While the t-test was used to test the null-hypothesis at 0.05 level of significant, this is a way of comparing the significant rating value of respondent such that a less value ( $P < 0.05$ ) is taking as rejection of the hypothesis. The hypothesis can then be upheld if it is great then the respondent rating value ( $P > 0.05$ ). the resulting hypothesis of this study indicated that there was no noticeable significance difference and therefore was upheld.

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 answer 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); why items with less than mean valve 2.5 is negatively rated (Disagree).

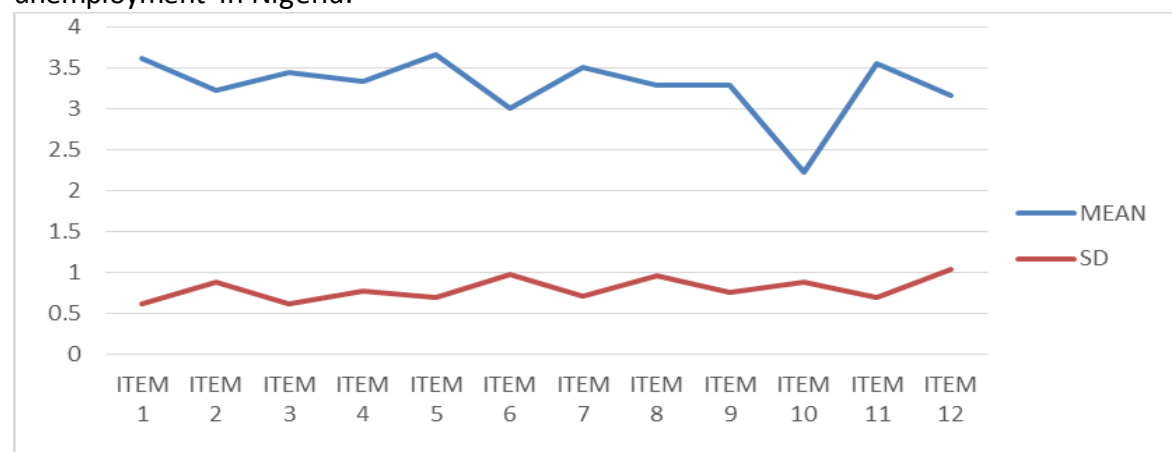
## Results

**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	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 all the items with mean score ranging from 3.17 - 3.67 except item 10 which has mean score of 2.22. This signifies that most of the respondents agreed that all the factors are responsible for youth unemployment in Nigeria.



**Figure 1:** Mean response of Adult and Youth on the contribution factors to the youth unemployment in Nigeria.

**Figure 1** – shows that the mean response of respondents on the factors that are responsible for youth unemployment in Nigeria are so cluster. The line graph shows the rating as indicated on the mean rating line (2.20 – 3.61) and standard deviation (0.61- 1.04). the average score rating of the youth mean and standard deviation are 2.65 and 0.84 respectively which is an indication that the respondents are of similar opinion on the factors responsible for youth not in employment in Nigeria.

**Research Question two:** What are the Vocational and Technology 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	Wood Ornamental Design	2.16	0.17	
8	Event management such as Catering Services, photography and video coverage etc.	2.89	0.96	Agreed
9	Decoration and public relations	3.06	0.94	Agreed
10	Tailoring/fashion designing	2.56	1.20	Agreed
11	Labeled body cream, lotion, balm and hair cream	2.67	0.97	Agreed
12	Hair Dresser/Barbing	3.00	1.14	Agreed
13	Knitting	3.22	1.00	Agreed
14	Graphics Art (Artist)	3.06	0.99	Agreed
15	Textile trade	3.06	0.94	Agreed
16	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
17	Bricklaying and Concrete work (Mason work)	3.38	0.91	Agreed
18	Welding and fabrication	3.11	1.13	Agreed
19	Computer Maintenance	3.39	0.85	Agreed
20	Electrical Installation and Maintenance Work	3.60	0.50	Agreed
21	Automobile trade	3.28	0.89	Agreed
22	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 all the items with mean score ranging from 2.56 - 3.60 except item 22 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.



**Figure 2:** Mean cluster line chart of youth and adult on the VTE skill needs for the youth unemployment in North Central, Nigeria

Figure 2 shows the mean comparison of response of youth and adult. The line chart rating indicates that both respondent have similar opinion as the ratings are so clustered. The figure revealed that average mean of 2.56 to 3.39 which are greater than the criterion mean level of 2.5 of agreement in items 1-21 says that all respondents agreed with those item as necessary skills youth can learn to become a self-reliant citizens and that can make them to be a job creator rather than a job seeker.

Similarly, the standard deviation (SD) ratings in the computation was 0.5 to 1.14 which also testified that the respondent opinion are clustered and as such indicates that wood work technology skill among other VTE are viable skills youth can be engaged to enable them become self-reliance citizens.

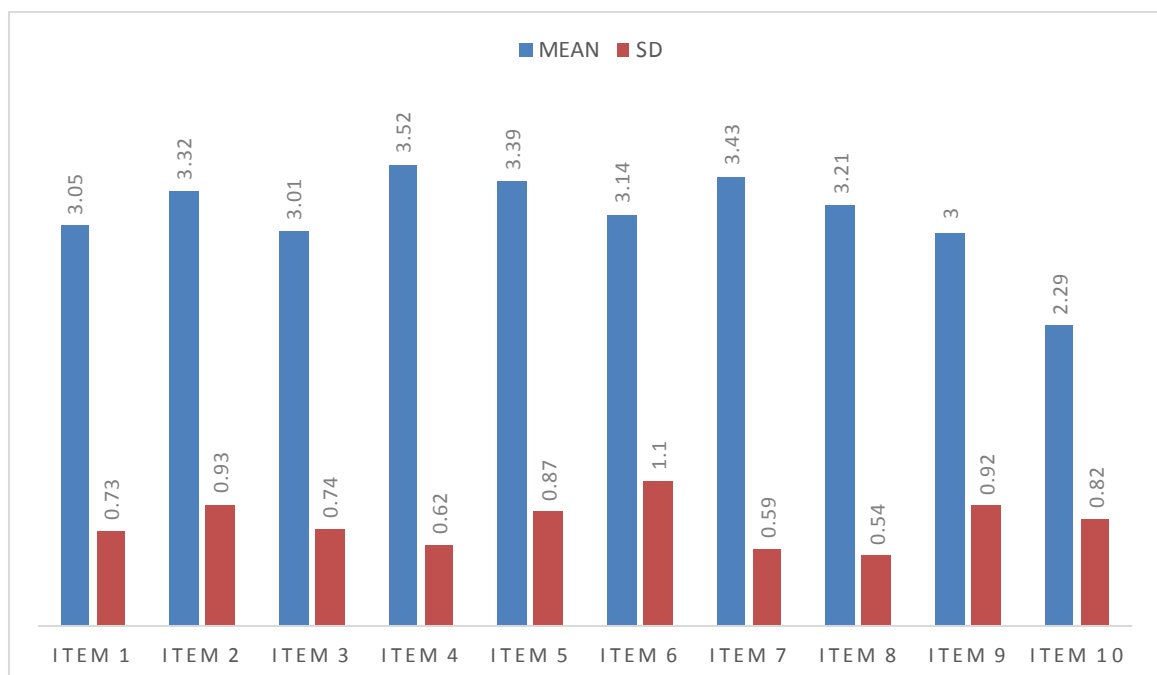
**Research Question three:** What are the strategies for effective training of unemployed youth in VTE?

**Table 3:** The strategies for effective training of unemployed youth

S/N	Items	Mean	SD	Decision
1	Re-branding the NDE to cover the L.G.A of the federation	3.05	0.73	Agreed
2	School partnership with industry for youth development training	3.32	0.93	Agreed
3	Community partnership with vocational and technical colleges for improvisation of training facilities	3.01	0.74	Agreed
4	Fund raising and donation from NGO to fund TVET	3.52	0.62	Agreed
5	Periodic organization of workshop by stakeholders for the training and re-training of youth in VTE	3.39	0.87	Agreed
6	Payment of stipend to the youth trainees during the training programme	3.14	1.10	Agreed
7	Take off grant for the trainees after the training	3.43	0.59	Agreed

	programme			
8	Adequate supervision of the training programme by the stake holders	3.21	0.54	Agreed
9	Adoption of a suitable training manual from industries	3.00	0.92	Agreed
10	Engagement of the trainees in both private firms and industries after training	2.29	0.82	Disagreed

Analysis of the data presented in table 3 concerning the strategies for effective training of unemployed youth in VTE show that respondents agreed with all the questionnaire items with mean ratings from 3.00 to 3.52 except items 10 with mean rating of 2.29 the standard deviation of the 10 items ranged from 0.54-0.92 this is a proof that the respondents shared similar views in their response to the items, therefore all the strategies items listed in the table were agreed upon to be the viable strategies for training the unemployed youth in North Central Nigeria for them to become a self reliant individual. The reason for rejection of item 10 which says “Engagement of trainees in both private firms and industries after training” may have to do with the fact that the respondents are not ready to seek for white collar job but prefer to be a job creator and not job seekers after the training.



**Figure 3:** Mean cluster bar chart comparison of the respondents opinion on the suitable strategies for the training of youth in VTE for self reliance.

Figure 3- shows the data in table 3 on the strategies for effective training of youth for self-reliance, indicated that the respondents agreed with all the items as a viable approach for organizing VTE training for the youth. The mean rating by the respondents in their agreement were between 3.00-3.52. the interpretation of their ratings in all the listed items are good steps for the training of unemployed youth in vocational and technical education.

The standard deviation ranged between 0.52 to 1.1 which is an average of 0.86. this implies that the respondents have common opinion similar to their response on criterion mean level of agreement.

### Hypothesis 1

**Table 3:** *t-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 <sub>1</sub>	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:  $N_1$ - Number of youth,  $N_2$ - Number of adult,  $SD_1$ - 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.  $N_1$ -200,  $N_2$ -185*

S/N	ITEMS	SD	t-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:  $N_1$ - Number of youth,  $N_2$ - Number of adult,  $SD_1$ - 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. The respondents with item 10 is traceable to the fact the majority of the concern youth in this zone does not possessed formal education and that is why research assistance were employed to interpret the instrument(questionnaire) to the best of their understanding. This finding is in line with the view of Seiders (1985), who 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 programmes play an important role in building life skills of individual in order to be self-reliant. Galadima (2003) acknowledged that "education is the prime creator and conveyor of knowledge in any facet. 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-reliant.

The result obtained from table 2 revealed that most of the respondents agreed with all the items, except item 22 on vocational skill needs as key to control youth unemployment in Nigeria. This is in line with Bello, Danjuma and Adamu (2007) 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 and technical education is the education that focuses on building self-reliant society (Jebba, 2012). Skills such as carpentry & Joinery, Upholstery, Cabinet making, tailoring/fashion designing, catering services, graphics arts and computer among others are identified by the study to be areas of skill development needs upon which youth can engage to be able to develop themselves and society at large. This finding is supported by Usman (2014). In his study on the assessment of training and improvement needs

which revealed that training and improvement brings about development in recipient performance after such training and skill improvement programmes. These findings are very relevant to this study because training of youth brings about nation economic development now and in future.

The result obtained in table 3 shows that nine out of ten strategies for effective training of youth for self-reliance in VTE are reliable and agreed with by the respondents. This finding is in line with view of Atsumbe, Umar, Mele and Afolayan, (2012) who found that NASENI should earnestly mount different retraining programmes for all technologists. Also based on this, Adavbiele (2013) opined that provision for in service training, facilities, machinery, tools and consumables are ways of retraining the technologists. The finding is also in line with Kareem (2018) on the strategies for the up-skilling of woodwork technologist in the university, polytechnics and colleges of education in the North Central Nigeria revealed that all the 12 strategies are means of up skilling of woodwork technologists. The respondents agreed that government should establish a re-training/up skilling centres for technologist, that technologists should be involved in training work experience, workshop and seminars and that tertiary institutions should find up-skilling of woodwork technologists among others.

### **Conclusion and Recommendation**

The find of this study includes: (a) various factors that are affecting youths unemployment in Nigeria. These include 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. (b) 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.

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.

It is therefore recommended that all three (3) tiers of Nigeria Government should equip vocational and technical colleges throughout the country, Government should emphasis employment of quality human resources to teach in vocational and technical colleges towards imparting knowledge and skill to these youth. More so, 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.

### **Ethical Approval Declaration**

"All procedures involving human participants in this study were conducted in accordance with the ethical standards set by applicable research guidelines and the principles of the 1964 Declaration of Helsinki and its subsequent amendments. Ethical approval was secured before the commencement of data collection".

**Funding- :**

This study did not receive any external funding.

**Data availability:-**

The datasets generated and analysed during the current study will be available from the corresponding author upon reasonable request.

**Consent for publication:-**

I hereby provide consent for the publication of the manuscript detailed above.

**Competing interests:-**

The authors declare no competing interests.

**References**

- Al-Qahtani, Adavbiele, J. A. (2013). Technical skills needs of technical teachers in South-South of Nigeria. 1st Annual International Interdisciplinary Conference AIIC, 24th-26th April 2013, Azores, Portugal. 273-281
- Aigbonu, E. O. (1994). The Role of vocational education in national development. *Journal of Technical Teacher Education*, 1 (2), 22-40.
- Aiyedogbon, J. O., & Ohwofasa, B. O. (2012). Poverty and youth Unemployment in Nigeria, 1987-2011. *International Journal of Business and Social Science*: 3(20), 269-279.
- Akintoye, I. R. (2008). Reducing Unemployment Through the Informal Sector: A Case Study of Nigeria. *European Journal of Economics, Finance and Administrative Sciences*: (11), 97-106.
- Atsumbe, B.N., Umar, I.Y., Mele, E.F., & Afolayan J.A. (2012). Retraining needs of mechanical engineering technologists for improved performance in scientific equipment development institutes in Nigeria. *Industrial Engineering Letters*, 2(7), 1-7.
- Awogbenle, A.C., & Iwuamadi K.C. (2010). Graduate unemployment in Nigeria: concepts and issue. *African Journal of Education and Development Studies*: 3(1), 103-111.
- Bello, M. I., Danjuma, I. M., & Adamu, A. Y. 2007 - *Journal of Career and Technical Education*, Vol. 23, No. 1, Fall, 2007 – Page 69 Aggregate Employment in Nigeria's Industrial Sector. Paper Presented at the NES Annual National Conference Nigeria.
- Blase, E. D. (2014). Learning Technical Education with Ease. Retrieved 2014 – 02-6 (internet print – <http://en.Em Wikipedia. Org/wiki/technology.Enugy> I TC publisher.
- Emeh, I. E., Nwanguma, E. O., & Abaroh, J. J. (2012). Engaging Youth Employment in Nigeria with Youth Development and Empowerment Programs: Lagos State in Focus. *Interdisciplinary Journal of Contemporary Research in Business*: 4(5), 1125-1141.
- European Commission (2010). *New skills for new jobs: Action now*. (2nd ed) Brussels: the Expert Group.
- Federal Republic of Nigeria (2004). *National Policy on Education*, 4th edition. Lagos: NERDC Press

- Fowler, F. J. (2009). Survey research methods (4th ed). Thousand Oaks, CA: Sage.
- Galadima, I. (2003). Disparity between Expected and Actual Outcomes in the Nigerian Educational System. Nigerian Journal of Curriculum Studies, 10(2), 457 - 460.
- Jebba, A. M. (2012). Survey of accessibility and usage of information and communication technology among students of technical education in tertiary institutions in Niger State, Nigeria Journal of Educational and Social Research, 2(7), 45-52.
- Kareem, W.B., (2017). Assessment of Woodwork technologists up-skilling needs using discrepancy modelling tertiary institutions in north-central, Nigeria. Federal University of Technology, Minna, Unpublished Phd Thesis.
- Maigida, J. F. Saba, T. M & Namkere, J. U. (2013). Entrepreneurial Skills in Technical Vocational Education and Training as a Strategic Approach for Achieving Youth Empowerment in Nigeria. International journal of humanities and social science, 3(5), 303-310.
- Moja, T. (Ed). (2000). Nigeria Education Sector Analysis: An Analytical Synthesis of Performance and Main issues. New York: New York University.
- Nwokomah, J. M. (2005). Strategic for Attainment of Functional Vocational and Technical Education in the 21st Century in Nigeria. Journal of Education in Developing Areas: 14,53-61.
- Okafor, E. E. (2011). Youth Unemployment and Implications for Stability of Democracy in Nigeria. Journal of Sustainable Development in Africa: (13), 358-372.
- Okwori, R. O. (2012). Mechanisms for Improving the Provision of Facilities for Wood workshops in Colleges of Education in the North Central Zone of Nigeria. Journal of Emerging Trends in Engineering and Applied Sciences (JETEAS), 3(3), 455-460. Available online at <http://jeteas.schorklinkresearch.org>
- Olaitan, S.O., (1999) Practical Research Methods in Education, Onitsha: Summer Educational Publishers Ltd.
- Oyeade, S. A. (2003). Education and Unemployment of Youths in Nigeria: Causes, Impacts and Suggestions. Abuja: National Economic Empowerment Development Strategy (NEEDS)
- Patterson, N.; Okafor, O. & Williams, D. (2006). Globalization and Employment Generation: Evaluating the Impact of Trade on Aggregate Employment in Nigeria's Industrial Sector. Paper Presented at the NES Annual National Conference Nigeria.
- Salami, C.G.E.(2011). Entrepreneurship and youth unemployment in Nigeria: The missing link. Global Journal of Management and Business Research, 11(5).
- Seiders, R. W. (1985). Background Paper: FAO's role in support of rural youth Educational Exchange papers.
- UNESCO. (2015). The Global Monitoring Report-Education for All 2000-2015: achievements and Challenges.