



Addressing Youth Employment in Yobe State Via Technical And Vocational Education And Training (TVET)

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ABSTRACT

The high rate of unemployment in Nigeria has been attributed to lack of vocational and technical skills. This paper examined how technical and vocational education training (TVET) reduced unemployment in Yobe State. A proportionate sampling technique was used to collect primary data from 52 lecturers and 206 students in four departments in the school of vocational studies, Umar Suleiman College of education, Gashua, Yobe state. The data collected were analysed using descriptive statistics such as frequency table, percentage, mean and standard deviation. The result indicated that TVET empowers youth to be self-employed and to be an employer of labour. The result also revealed that TVET in Yobe state is be –deviling with the problems. The paper concluded that equipping youths with useful and usage skills will significantly reduce unemployment in state. Based on the findings, the study recommends that for TVET to stimulate employability and promote national development there is need for the policymakers to improve on the level of funding, access, and monitoring and curriculum implementation among others.

Keywords: Yobe state, Technical education, Vocational education, Unemployment

INTRODUCTION

The introduction of Technical & Vocational Education Training was first initiated by the Missionaries. Unfortunately, this did not fit into the prevailing liberal curriculum as the products of such schools had slim chances of securing White-collar jobs. As a result, both students and parents then and now viewed Technical & Vocational Education Training as educational arrangement for low-achievers who could not succeed in purely academic secondary school, but prepared for Blue-collar career in a society where upward mobility depended on purely academic career, a perception that almost smothered TVET nation-wide.

It therefore be argued that the Nigerian youths enroll in tertiary education programmes without due attention to the career prospects of courses they have chosen. Hence, upon graduation many become unemployed because the skills acquired are dysfunctional and irrelevant to the labour market (Okafor, 2011, p. 358), thus giving rise to increase unemployment rate in Nigeria.

Youths is defined by the National Policy on Youth Development, is any individual who is a citizen of Federal Republic of Nigeria between the ages of 18-35. These young adult constitute the bulk of workforce in any economy. In the Nigerian context for example, youths make up two thirds of the Nigerian population. These young people are faced with numerous challenges ranging from unemployment, extreme poverty and hunger. For example, these group of young and energetic people who constitute 80 million out of the 140 million Nigerians (NPC, 2006), representing 60% of the total population of Nigerians with 64 million (80%) of them unemployed while 1.6 million are underemployed poses greater danger in terms of sustainability of the Nigerian economy. Furthermore, youth unemployment is seen to be highest among secondary school leavers (NBC, 2012) with less than half being able to proceed to higher education.

Similarly, there is 40% unemployment rate among urban youths aged 20-24 and 31% among those aged 15-19 years thus leading to high rate of rural-urban migration occasioned by social vices such as youth restiveness, hooliganism, thuggery, rape, armed robbery just to mention but a few. Alhasan and Abdullahi (2013 p. 144) argued that many of the Nigerian youths who drop out of school together with those who manage to complete high school lack basic skills to compete in rather weak economy and tight labour market.

TVET is defined by UNESCO as those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic life. TVET provides the needed employable skills and attitudes required for job performance at the workplace. It can be perceived that the world of TVET constitutes technical education and vocational education. Technical education is defined as a formal training that enables the application of the techniques of applied sciences and mathematical principles for the services of mankind; whereas vocational education is the educational preparations and training provided to individuals to enable them become specifically qualified for a particular vocation. Okoye and Okwelle (2014, p.85) argued that while technical education is aimed at nurturing skills and practical development of an individual, vocational education is imbued with strict adherence to guiding principles for effective professional performance in an occupational field.

TVET in Yobe state is be –deviling with the problems such as dilapidated infrastructure, obsolete equipment and work tools, inadequate qualified teachers and instructors to meet with current industry skills, introduction of subjects with overloaded curriculum, lack of proper funding by some governors, lack of sensitization of TVET in Nigeria, inadequate number of Technical Colleges, lack of entrepreneurial programme, poor motivation of teachers. This trend in no small measure frustrated the enrolment of candidates into TVET; consequently, our society lacks skilled technicians: bricklayers, carpenters, painters, auto-mechanics etc which has affected every facet of the economy in Yobe state. It has been noted that the recipients of TVET function in diverse occupational areas present in our society namely:

- a.** Vocational and Technical Teachers/instructors: Only professional i.e. trained technical and vocational experts are qualified to teach vocational and technical subjects in private and public accredited TVET institutions and by so doing eke out a living.
- b.** Managerial Positions: Ideally it is expected that only technical and vocational careers experts will rise in the field to occupy such positions and provide improved leadership role in the administration and management of TVET in Nigeria.
- c.** TVET provides career path for lecturers and researchers in diverse TVET programmes of study. Thus, such high profile jobs are quite rewarding to TVET practitioners.
- d.** Entrepreneurs: TVET practitioners are fast becoming very successful business managers of Small and medium enterprises.
- e.** TVET offers great opportunities for her recipients to become inventors and producers of various products and tools.
- f.** Proprietors of Vocational Enterprise Centre
- g.** TVET experts are found managing and heading several industries and institutions as: supervisors, heads of departments/Units, directors, ministers, and factory workers etc in major industries like Chevron-Exxon Oil, Agip oil, Mobil oil companies as well as construction companies like Julius Berger, Arab Contractors and so on as 80% of industrial workers in these industries are mainly technicians, welders, electrical installations technicians, inventory and store keepers, carpenters, auto mechanics, electricians, vocational nurses etc. In all TVET hold greater promise for technical students, graduates and artisans who has acquired saleable work skills in a given trade area or a number of trade areas.
- h.** Above all, TVET gives one unique image and identity both locally and internationally hence most TVET experts have become famous through their works and arts made in the process of serving mankind.

Okoye & Okwelle (2014, p. 87) posits that if youths are provided with adequate skills while in school and aided with entrepreneurial skills, youth unemployment would be a thing of the past. Thus, skill acquisition becomes one sure way of reducing country's high unemployment rate and grinding

poverty. This recognition of TVET capacity in addressing manpower development of the youths demands that government give priority attention to TVET considering its capacity for accelerated poverty alleviation among the youths.

Statement of Problem

Many people are unemployed because they have not acquired the kind of skills that are frequently demanded in the environment they operate. Others are unemployed because their skills have been rendered obsolete by technological changes or because they have no skills at all (Kpakol, 2006 p.27). With inadequate skills and few opportunities, Nigerians particularly the youths face a future of low-wage employment, unemployment and under-employment in the informal sector with little security and prospects (Dandago & Muhammad, 2014, p.17). The expansion of employment opportunities in the state is far below the growth in population because of lack of productive skills and investments. This reality leaves youth in Nigeria and Yobe state in particular without any sustainable means of livelihood, as a result of which, poverty and unemployment have become the ugly twin faces of the state’s economy. There is no doubt that one of the problems confronting many nations is how to combat the challenges of youth unemployment, TEVT is seen as a remedy to this problem.

METHODOLOGY

Research Design

This study used a descriptive research design. A descriptive research design attempts to describe or define a subject, often by creating a profile of a group of problems, people, or events, through the collection of data and tabulation of the frequencies on research variables or their interaction.

Target Population

The population of this study comprised of all the lecturers and the students in the four departments of the school of vocational educational education, Umar Suleiman College of Education, Gashua, Yobe State. The four departments are Business education, Agricultural science education, Home economics and fine art. A list of 60 lecturers and 424 students was obtained from the office of the dean, school of vocational studies and college management information system respectively, Umar Suleiman College of Education, Gashua. Damaturu

Sampling Technique & Sample Size

The sampling technique selected for this study was proportionate stratified sampling technique. Proportionate stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. The stratified sampling used by the researchers divided the target population in to four-sub population (Business education, Agricultural science education, Home economics, and Fine and applied art department) that was individually more homogeneous than the total population or into strata and select item from each stratum to constitute sample. The researchers used simple random sampling to select the sample from each stratum. The sample size of the study was selected using the technique proposed by Taro Yamane popularly called the Taro Yamane’s formula stated as:

$$n = \frac{N}{1 + N(e)^2}$$

Where,
 n = the sample size
 N = the population
 e =the degree of freedom (e=0.05)

$$\text{Lecturers:} = \frac{60}{1 + 60(0.05)^2} = 52$$

$$\text{Students:} = \frac{424}{1 + 424(0.05)^2} = 206$$

Table 1: Sample size of the respondents

Departments		Population	Population ratio	Sample size
1. Lecturers:				
	Business education	22	$\frac{22}{60} \times 52$	19
	Agricultural science. Education	22	$\frac{22}{60} \times 52$	19
	Home economics	9	$\frac{9}{60} \times 52$	8
	Fine art	7	$\frac{7}{60} \times 52$	6
	Total	60		52
2. Students:				
	Business education	220	$\frac{220}{424} \times 206$	107
	Agricultural science education	165	$\frac{165}{424} \times 206$	80
	Home economics	22	$\frac{22}{424} \times 206$	11
	Fine and applied art	17	$\frac{17}{424} \times 206$	8
	Total	424		206
	Overall Total			258

Source: Field survey, 2019.

Data Source and Method of Data Collection

The study used both primary and secondary source of data. Primary data were collected using closed and open-ended self-administered questionnaire distributed to the lecturers and students of departments. Questionnaires have ability to generate relevant information as compared to others data collecting instruments which enhances the problem-solving ability of the study. The secondary data used/reviewed for this study included source of document, report and other written material available to the study.

Data collected were analyzed with the used of descriptive statistic. Simple descriptive statistics such as frequency, percentage, mean and standard deviation were used to analyze the research questions. A five point rating scale was used and the design value of 5, 4, 3, 2, and 1 for strongly agreed, agreed, strongly disagreed, disagreed and undecided respectively. The responses of strongly agreed and agreed were merged to be agreed. The responses of strong disagreed and disagreed were merged to be disagreed. The mean of the responses were computed using the formula below.-

$$\bar{X} = \frac{\sum x}{n} \text{ where } \bar{X} = \text{mean, } x_i = \text{variables, } n = \text{number of sample, } \sum = \text{summation sign.}$$

Thus,

$$\bar{X} = \frac{5+4+3+2+1}{5} = 3$$

This implies that the decision mean is 3. Mean score greater than 3 were considered as agreed while mean scores less than 3 were considered as disagreed.

DATA PRESENTATION AND ANALYSIS

Table 2: Personal data of respondents

1	Variable	Frequency	Percentage
	Sex		
	Male	210	82
	Female	48	18
	Total	258	100
2	Department		
	Business education	126	48.8
	Agricultural science education	99	38.4
	Home economics	19	7.4
	Fine and applied art	14	5.4
	Total	258	100
3	Status of the respondents		
	Lecturer	52	20
	Student	206	80
	Total	258	100

Sources: Authors Computation 2019

Table 2 shows the sex of the respondents. 210 respondents representing 82 percent of the respondents are male, while the remaining 48 Respondents are female representing 18 percent. The table shows indicated that 126 respondents which represent 48.8 percent are from business education department; 99 representing 38.4 percent are from agricultural science department. 19 respondents representing 7.4 percent are from home economics while 14 respondents representing 5.4 percent are from fine and applied art department.

It also captures the status of the respondents. There are 52 lecturers representing 20 percent respondents and 206 numbers of students representing 80 percent of the respondents.

Table 3: Essences of TVET is as contained in national policy in education

Variables	Strongly agreed	Agreed	Strongly disagreed	Disagreed	Undecided	\bar{X}	SD	Remarks
1. To enhance skills acquisitions	130 (50.4%)	76 (29.5%)	20(7.8%)	34(9.3%)	-	3.9	0.7	Agreed
2. Promote self-employment	122 (42.7%)	100 (38.8%)	20(7.8%)	16(6.2)	-	3.4	0.5	Agreed
3. Inferior education design for students from poor family	-	10(3.9%)	59 (22.9%)	184(71.%)	5(1.9%)	1.4	0.2	disagreed

Source: Authors Computation, 2019

Table 3 revealed that the respondents agreed with all the variables (item 1 and 2) expect inferior education design for students from poor family (item 3), since all the items had mean above the decision mean of 3.0 expect inferior education design for students from poor family that have value of 1.4.

Item 1 of the table seeks opinions of respondent on whether the essences of TVET as contained in national policy in education was to enhance skills acquisitions. The response showed that 50.4 percent of the respondents strongly agreed that the essences of TVET as contained in national policy in education is to enhance skills acquisitions. 29.5 percent of the respondents agreed with the opinion, 7.8% percent strongly disagree while 9.7% disagreed with the opinion.

Item 2 of the table seek opinions of respondent on whether the essences of TVET as contained in national policy in education is to Promote self-employment. 42.7 percent respondents strongly agreed

with the opinion, 38.8 percent agree with the opinion; 7.8 percent strongly disagree while 6.2% disagreed with the opinion.

Item 3 solicited the opinions of respondents whether the TVET as contained in national policy in education is an inferior education design for students from poor family. The responses show that 3.9 percent agreed, 22.9 percent strongly disagreed, and 71 percent disagreed while 1.9 percent remained undecided. From the above finding, majority of the respondents have positive impression about TVET in their institutions. They noted that the essence of TVET as contained in the national policy on education is to enhance skills acquisition, promote self-employment and launch the nation steadily on the path of national and technological development. Only very few respondents have negative impression about TVET; they perceived it as an inferior education designed for students from poor families.

Table 4: Employment opportunities for TVET graduates

Variables	Strongly agreed	Agreed	Strongly disagreed	Disagreed	Undecided	\bar{X}	SD	Remarks
1 Graduates of TVET get employment in government establishment than the non TVET graduates	50(19.3%)	60(23.3%)	89(34.5%)	49(19%)	10(3.9%)	2.8	5.6	Disagreed
2. TVET graduates are better placed than the non-TVET graduates	48(18.6%)	55(21.3%)	50(19.3%)	88(34.1%)	17(6.6%)	2.3		disagreed
3. Graduates of TVET can easily be self-employed than non-TEVT graduates	96(37.2%)	80(31%)	37(14.3%)	41(15.9%)	4(1.6%)		3.5	Agreed
4. Graduate of TVET are employer of labour	87(33.7%)	75(33.7%)	56(21.7%)	40(15.5%)	-		3.1	Agreed

Source: Authors computation 2019

Table 4 revealed that the respondents agreed with item 3 and 4 since the items had mean above the decision mean of 3.0 but disagreed with item 1 and 2 whose mean value is less than the decision mean of 3.

Item 1 seeks opinion of respondents whether graduates of TVET get employment in government establishment more easily than the non TVET graduates. The response shows that 19.3 percent respondents strongly agreed with the opinion that graduates of TVET get employment in government establishment more easily than the non TVET graduates, 23.3 percent agreed, 34.5 percent strongly disagreed, 19 percent disagreed and 3.9 percent were undecided. In the contemporary Nigeria, employment placement is a function of who you know and effectiveness of your connection with employers of labour and not your education orientations.

Item 2 of the table seek opinions of respondent on whether TVET graduates are better placed than the non-TVET graduates. 18.6 percent strongly agreed to the opinion, 21.3 percent agreed, 19.3 percent strongly disagreed, 34.1 percent disagreed and 6.6 percent remain undecided. The argument here is that employment placement in the contemporary Nigeria is a function of connection and who you know not merit.

Item 3 solicited for the opinion of respondent whether graduates of TVET can easily be self-employed than non-TEVT graduates. 37.2 percent of the respondents strongly agreed, 31 percent agreed to the opinion, 14.3 percent strongly disagreed. 15.9 percent disagreed and 1.6 percent was undecided.

Item 4 of the table seek opinions of respondent on whether Graduates of TVET are employer of labour. 33.7 percent respondents strongly agreed with the opinion, 29.1 percent agree with the opinion; 21.7 percent strongly disagree while 15.5 percent disagreed with the opinion.

Table 5: Challenges militating against effective implementation of TVET in the institution

Variables	strongly agreed	Agreed	strongly disagreed	disagreed	Undecided	\bar{X}	SD	Remarks
1. Poor funding	105(40.7%)	87(33.7%)	26(10.1%)	36(14%)	4(1.6%)	3.5	1.1	Agreed
2. Paucity of TVET instructors/experts	81(31.4%)	105(40.7%)	20(7.8%)	49(19%)	3(1.2%)	4.0	0.6	Agreed
3. Negative perception about TVET	98(38%)	67(26%)	43(16.7%)	47(19.4%)	3(1.2%)	3.6	0.8	Agreed
4. Lack of exchange programme with industry	50(19.4%)	95(36.8%)	76(29.5%)	37(14.3%)		3.1	0.3	Agreed
5. Curriculum inadequacy	67(26%)	72(27.9%)	50(19.4%)	33(12.8%)	36(14%)	3.5	0.6	agreed
6. Stereotyping of TVET graduates	89(34.5%)	49(19%)	30(11.6%)	58(22.5%)	32(12.4%)	3.4	0.3	Agreed
7. Infrastructures deficiencies	120(46.5%)	66(25.6%)	30(11.6%)	39(15.1%)	3(1.2%)	4.5	0.3	Agreed
7. Bias in placement of TVET graduates	45(17.4%)	153(59.3%)	39(15.1%)	21(8.1%)		3.7	0.5	Agreed
8. Inadequate quality control mechanism	34(13.2%)	99(38.4%)	69(26.7%)	48(18.6%)	8(3.1%)	3.6	0.9	Agreed

Source: Authors computation 2019

Table 5 revealed that the respondents accept all the variables as Challenges militating against effective implementation of TVET in the institutions, since all the items had mean above the decision mean of 3.0. This implies that the respondents accept all the variables to be challenges militating against effective implementation of TVET in the institutions.

Item 1 seeks opinion of respondents whether poor funding is part of the factors militating against effective implementation of TVET in the institution. The response shows that 40.7 respondents strongly agree with the opinion, 33.7 percent agreed with the opinion, 10.1 percent strongly disagreed and 1.6 percent was undecided.

Item 2 solicited for the opinion of respondents whether Paucity of TVET instructors/experts is part of the challenges for effective implementation of TVET in the institutions 37.5% of the respondents strongly agreed, 45.8% agreed to the opinion. 4.2% strongly disagreed. 2.1% disagreed and 10.4% were undecided.

Item 3 seek opinion of respondent on whether negative perception about TVET militates against effective implementation of TVET in the institutions. 38 percent of the respondents strongly agreed to the opinion, 26 percent agreed; 16.7 percent strongly disagreed. 19.4 percent disagreed and 1.2 percent was undecided.

Item 4 in the questionnaire seek opinions of the respondents on whether lack of exchange programme with industry militates against effective implementation of TVET in the institutions. The result revealed that 19.4 percent of the respondents strongly agreed, 36.8 percent agreed, 29.5 percent strongly disagreed while 14.3 percent disagreed.

Item 5 in the questionnaires seeks opinion of the respondents on whether Curriculum inadequacy militates against effective implementation of TVET in the institutions. The result shows that 26 percent strongly agreed with the opinion, 27.9 percent agreed, 19.4 percent strongly disagreed, while 12.8 percent disagreed and 14 percent remain undecided.

Item 6 in the questionnaire solicited for the opinion of respondents on whether Stereotyping of TVET graduates militate against effective implementation of TVET in the institution. The response shows that 34.5% strongly agreed to the opinion, 19 percent agreed to the opinion, 11.6 percent strongly disagreed, and 22.5 percent disagreed while 12.4 percent remain undecided.

Item 7 in the questionnaire sought the opinion of the respondents whether Infrastructures deficiencies militate against effective implementation of TVET in the institutions. The results revealed that 46.5 percent of the respondents strongly agreed with the opinion, 25.6 percent agreed, 11.6 percent strongly disagree, 15.1 percent disagreed and 1.2 percent were undecided.

Item 8 in the questionnaire seeks the opinion of the respondents whether bias in placement of TVET graduates militate against effective implementation of TVET in the institution. The result indicates that 17.4 percent of the respondents strongly agreed with the opinion, 59.3 percent agreed, 15.1 percent strongly disagreed and 8.1 percent disagreed.

Item 9 seek opinion of respondent on whether inadequate quality control mechanism militates against effective implementation of TVET in the institutions. 13.2 percent of the respondents strongly agreed to the opinion, 38.4 percent agreed; 26.7 percent strongly disagreed. 18.6 percent disagreed and 3.1 percent were undecided.

Table 6: Suggested ways of enhancing the impact of TVET on employability in the state

Variables	strongly agreed	Agreed	strongly disagreed	Disagreed	Undecided	\bar{X}	SD	Remarks
1. Improved instructional and infrastructural resources in TVET institutions	57(22.1%)	93(36.1%)	38(31%)	38(14.7%)	32(12.4%)	3.3	0.3	Agreed
2 .More attention to conditions of service and regular motivation for instructors and teachers	111(43.%)	80(31.%)	21(8.1%)	32(12.4%)	14(5.4%)	3.6	0.5	Agreed
3. Regular capacity-building and training for those handling TVET programmes	79(30.6%)	92(35.5%)	37(14.3%)	50(19.4%)	-	4.0	0.3	Agreed
4. Recruitment of experts and well trained TVET instructors	89(34.5%)	78(30.2%)	60(23.3%)	23(8.9%)	8(3.1%)	3.5	0.3	Agreed
5. Increased funding for TVET at all levels	67(26%)	99(38.3%)	17(6.6%)	75(29.1%)		3.7	0.4	Agreed
6. Better synergy between TVET institutions and Industry through exchange programme	56(21.7%)	88(34.1%)	30(11.6%)	57(22.1%)	27(10.5%)	3.3	0.6	Agreed
7. Genuine political will by government and education policymakers	75(29.1%)	60(32.3%)	56(21.7%)	61(23.6%)	6(2.3%)	3.6	0.4	Agreed
8. Need for sensitization to improve public perception of TVET as desirable education option, not an inferior option	55(21.3%)	107(41.5%)	31(12.0%)	65(25.2%)	-	4.1	0.8	Agreed

Source: Authors computation, 2019

Table 6 revealed that the respondents accept all the variables as suggested ways of enhancing the impact of TVET on employability since all the items had mean above the decision mean of 3.0

Item 1 of the table seeks opinions of respondent on whether improved instructional and infrastructural resource will enhance enhancing the impact of TVET on employability. The response shows that 22.1 percent of the respondents strongly with the opinion, 36.1 percent of the respondents agreed with the opinion while 31 percent strongly disagree, 14.7 percent disagreed and 22.4% remains undecided.

Item 2 solicited opinions of respondents on whether more attention to conditions of service and regular motivation for instructors and teachers will enhance enhancing the impact of TVET on employability in in of state, 43 percent strongly agree with the opinion; 31 percent agreed, 8.1 percent strongly disagree, 12,4 percent disagreed while 5.4 percent were undecided.

In response to item 3 that sought for the opinions of respondents whether regular capacity-building and training for those handling TVET programmes will improve instructional and infrastructural resource will enhance enhancing the impact of TVET on employability. 30.6 percent of the respondents strongly agreed with the opinion, 35.5 percent agreed with the opinion, 14.3 percent of the respondents strongly disagreed with the opinion while 19.4 remains undecided.

Item 4 seek for the opinion of respondents whether recruitment of experts and well trained TVET instructors will enhance enhancing the impact of TVET on employability. The respondent’s opinion shows 34 percent of the respondents strongly agreed; 30.2 percent agreed; 23.3 percent strongly disagreed while 3.1 percent disagreed were undecided.

Item 5 sought the opinions of respondents on whether Increased funding for TVET at all levels will enhance enhancing the impact of TVET on employability. 20.8 percent of the respondents strongly agreed, 22.9 percent agreed to the opinion, 20.8 percent strongly disagreed, and 29.2 percent disagreed while 6.3 percent were undecided.

Item 6 of the questionnaire solicited for the opinion better synergy between TVET institutions and industry through exchange programme will enhance enhancing the impact of TVET on employability.

The responses show that 21.7 percent of the respondents strongly agreed with the opinion. 34.1 percent agreed, 11.6 percent strongly disagreed, and 22.1 percent disagreed while 10.5 percent were undecided.

Item 7 of the questionnaire seek the opinion of respondents whether genuine political will by government and education policymakers enhancing the impact of TVET on employability. The responses indicated 29.1% strongly agreed to the opinion, 32.3 percent agreed; 21.7 percent strongly disagreed while 23.6 percent of the respondents disagreed while 2.3 were undecided.

Item 8 solicited the opinions of respondents whether need for sensitization to improve public perception of TVET as desirable education option, not an inferior option enhancing the impact of TVET on employability. The responses show that the 21.3 percent of the respondents strongly agreed to the opinion; 41.5 percent agreed, 12 percent strongly disagreed while 25.2 percent disagreed.

CONCLUSION

The paper concluded that if Yobe state is to focus on reducing unemployment, technical and vocational training is paramount. Youth unemployment in the state is attributed to lack of vocational and technical skills. Equipping youths with useful and usage skills empower them to be self-employed and employer of labour.

RECOMMENDATIONS

Based on the findings the study recommends that:

1. For TVET to stimulate employability there is need for the policymakers and the institution to improve on the level of funding, access, and monitoring and curriculum implementation.
2. The Ministry of Education should organize a broad-based sensitization campaigns for the general public on the essence of TVET as a learning option. This pragmatic measure when properly carried out at all levels would fast-track attitudinal change and elicit positive commitment from parents, student, wards and all other stakeholders in the country. This measure is expected to correct the negative stereotyping of students on different TVET programmes in Nigeria.
3. In the area of quality assurance, it is suggested that special attention should be paid to the development of manpower, instructional resources and infrastructural facilities available in the existing TVET Institutions in Nigeria for optimal performance.
4. For the private sector organisations two interventions are required. The first is for increased exchange programme through internship, industrial attachment and other schemes designed to enrich the practical skills of lecturers and students to meet the needs of industry and society.

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