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## **Integrating Formal Education and Skill Acquisition/Vocational Training System in the Polytechnic Institutions: Antidote for Unemployment among the Nigerian Youths**

**Musbau Adetokunbo Afolabi & Bisiriyu Abiodun Taleat**  
Federal Polytechnic Ayede, Oyo, State.

### **Abstract**

This study examines the impact of incorporating vocational and skill acquisition into the formal education system at Nigeria Polytechnic, given its widespread trend towards socio-economic development. The study employs a descriptive qualitative research design, conducting face-to-face interviews with key and relevant study participants from federal, state-owned, and privately-owned polytechnics in Ogun, Ondo, and Osun State of Nigeria. The study revealed that establishing an educational framework emphasising practical skills and entrepreneurship would serve as a strategic solution to youth unemployment, reduce poverty rates, and foster economic growth.

**Keywords:** Skill acquisition; vocational training; youth empowerment; unemployment; polytechnic education

### **Introduction**

Formal education and appropriate vocational and skill acquisition for the young populace is a panacea for the socio-economic and political advancement of any country around the world. No nation can grow beyond its level of education (Osman, Emole and Onu, 2023). In this view, formal education and entrepreneurial skills are powerful tools for positive change in all facets of society (Ladan, 2023). In the 1960s and 70s when there were manufacturing companies, prospects for employment proliferated for Nigerian graduates of polytechnics and university education but shortly after the country attained independence up till the late 1970s, the story began to change and unemployment became populous. Before the mid-1980s, at least two positions were available for each fresh graduate to pick from; thus, the transition from school to workplace was essentially automatic (Kappel, 2021). Companies and government organisations were looking for fresh graduates to hire, and they travelled to colleges and National Youth Services Corps (NYSC) orientation camps to find applicants.

The fact that the paradigm has shifted today because the world of study and learning are no longer connected is disturbing. Some of the factors that caused unemployment include an expanding population, seasonal unemployment, weak economic sector, a derisory power supply, and a fall in the national and international manufacturing industries (Letam, Kakate and Victor, 2022). Many jobless individuals, both young and old, are now vying for every job that becomes available in the market, and this competition has become extremely politicised. To create a nation where everyone is helpful and resourceful, it is expected that Nigerians and

all levels of formal education, as well as appropriate vocational and skill acquisition for the young aged populace, is a panacea for the socio-economic and political advancement of any country around the world.

The issue of persistent youth unemployment in Nigeria is discernable, thousands of graduates seek employability jobs after school, yet there are never enough jobs for them. (Uddin & Uddin, 2019). The limited available jobs are now being competed by millions of fresh graduates. As a result, the rate of unemployment has risen, which has become a threat to society, causing poverty, criminality, youth unrest, cyber-crime and ethnic agitations, as well as slowing down the pace of growth due to unrealized potential or latent abilities (Teibowei & Osusu, 2017). Hence, there is a need for Nigerian youths to gain new skills while attaining formal education that will enable them to become self-employed by starting their enterprises, which will also lead to the creation of jobs for others.

The number of unemployed graduates who become homeless after completing their National Youth Service is a social injustice to the entire country. The thrust of polytechnic education in the world over is to serve as one of the main instruments for socio-economic development and nation-building. Therefore, the government established Technical and Vocational Education and training (TVET) and other skill acquisition programmes, aimed at the acquisition of knowledge and skills from the world of work, and to serve as a tool for a prosperous life for the downtrodden Nigerian (Oluwale, Jegede & Olamide, 2013). According to Uddin and Uddin (2019), Nigeria's unemployment rate rose from 21.1% in 2010 to 23.9% in 2011, with nearly 50% of young people unemployed. Nigeria's jobless rate increased by 16% between 2011 and 2013 and currently, it increased to 5.3% in the first quarter of 2024, up from 50% in the third quarter of 2023 (Izuaka, 2024). However, an assessment conducted by the National Board for Technical Education (NBTE) reveals a notable decline in the overall quality of technical education and workforce participation across Nigerian polytechnics (NBTE, 2023). The significance of technical education and skills acquisition centres in nearly all polytechnics throughout Nigeria is yet to be ascertained, not due to a lack of skills acquisition, but because the recognition of National Diplomas and National Skills Qualifications certifications for the programmes and skills attained by the trainees (students) cannot be verified. Hence, this study.

## **Literature Review**

Youth unemployment is defined by Uddin and Uddin (2019) as the collection of young people from a variety of backgrounds who are ready and willing to work but are unable to find employment, or who are unable to find employment in their field of competence and for which they are well-trained. Unemployment and joblessness result from an imbalance between the supply and demand of labour. According to Ohan (2011), young individuals may be compelled to pursue informal jobs and other unconventional means of subsistence due to a deficiency of formal employment options, which could result in underemployment. The failure of governments to create jobs for their citizens in the current global economic climate keeps entrepreneurship in the spotlight. However, it became disturbing how ineffectually the vocational education offered in schools was unable to address youth unemployment.

Even though, as a policy document yet to be implemented, the acquisition of specialised skills and the creation of jobs have remained the Nigerian government's top priorities over time. Several administrations have worked hard since the 1986 structural adjustment programme to promote self-sufficiency and independence in the development of profitable self-employment. The education system that has existed since post-independence is believed to have placed more emphasis on academic accomplishment than on the development of abilities that can better position an individual for a more useful and meaningful life in society, starting with the development of vocational skills. Consequently, in 1977 the government established a new national education programme that included vocational courses in the higher institutions' curriculum (Chinedum, 2006).

The importance of education in any society cannot be overemphasised. Education combines non-formal institutions for imparting and maintaining life skills, formal frameworks for bringing forth and sustaining human potential, and informal chances for personal growth, whether it be formal education or vocational training/skills acquisition (Obuanya, 2007). It is the process by which each society makes an effort to maintain and improve the information, abilities, and attitudes that have been amassed within its cultural contexts and legacy in order to continuously promote human welfare and ensure its existence in the face of unpredictability.

Education is a structured and methodical process designed to convey skills, knowledge, cultural norms and values across generations (Cahyono, Tuhuteru, Julina, Suherlan, and Ausat, 2023). Education encompasses all facets of learning and instruction delivered by educational institutions, including schools, colleges, and universities, as well as informal learning experiences within the community, and neighbourhood. Education is crucial in transforming individuals into knowledgeable, cultured members of society with pertinent abilities (Fauzi, Tuhuteru, Sampe, Ausat, and Hatta, 2023). The primary objective of education is to enhance the capabilities and potential of learners, enabling their active participation in the social, economic, and political spheres of society, as well as the attainment of their personal and professional aspirations. Education occurs at multiple levels and in diverse forms, including formal education in schools and universities, non-formal education via training or vocational courses, and informal education through everyday experiences and interactions with the environment. In modern civilisation, education is an essential human right and a vital basis for the social, economic, and cultural progress of a nation (Abustan, Mintarsih, and Gayo, 2022).

Entrepreneurship education is defined as the systematic formal transmission of entrepreneurial abilities, which encompasses the concepts, skills, and cognitive awareness employed by individuals in the initiation and advancement of their growth-oriented enterprises. Entrepreneurial education, vocational education and training (VET) are increasingly acknowledged as vital for providing students with the skills required for employment and self-employment. Entrepreneurial success necessitates specific skills, knowledge, and aptitude, which can be cultivated through higher education (Ayonmike,

Igberadja, Igberaharha, and Okeke, 2015). This institute seeks to cultivate an entrepreneurial mindset, creativity, and innovation, essential in the evolving work market of today.

Entrepreneurial concepts have transformed the globe (Magida and Saba, 2013) by facilitating the creation of innovative products and services, advanced technologies, new information, and enhanced offerings. Entrepreneurship thrives on the ability to rapidly learn and meet community needs (Magiga, Saba, and Namkere, 2013). Ayonmike (2016) emphasises that rapid learning in individuals is associated with the capacity to generate novel ideas and to identify innovative perspectives on challenges and opportunities. Ayonmike (2016) posits that ideas can be developed through daily activities by recognising needs or from many sources, thereafter using creativity. Creativity aids entrepreneurs in adopting a specific mindset to produce company concepts. Entrepreneurship necessitates continuous observation and attentiveness to identify business opportunities that enhance existing products and services or generate novel inventions (Awraris, 2013). Business ideas are concepts or intentions that can be transformed into enterprises, and generating such ideas necessitates proficient entrepreneurial skills, including creativity (Jeanne, 2013). Creativity is a cognitive approach that can be cultivated by institutions based on the readiness, awareness, and preparedness of the academic curriculum.

Entrepreneurship education may substantially enhance a nation's economic development while also addressing several social issues such as poverty and unemployment, hence mitigating crime within society. Polytechnic education is optimally situated to cultivate and develop entrepreneurs through entrepreneurship programs that aim to instil the appropriate attitudes, beliefs, and culture for initiating firms. Bukula (2012) posits that educators and youth at basic, secondary, and university levels should guide them towards entrepreneurship and self-sufficiency. Entrepreneurship education is a deliberate intervention by an educator aimed at instilling entrepreneurial attitudes and skills in learners to facilitate their success in the business realm (Gibbs, 2011). The design of entrepreneurship education is to equip learners and inspire them to become passionate entrepreneurs and inventive thinkers while providing exposure to real business environments for essential experience and practical learning.

History recognises that formal education commenced in Nigeria in 1842, primarily aimed at evangelising the indigenous population through literary education (Iyuade, 2024). This form of education was less costly and required fewer human and material resources, albeit less pertinent to the populace's needs (Ruth and Deitmer, 2020). They regarded literary education as a fundamental component in the dissemination of Christianity (Iyuade, 2024). This constituted a disruption to the already flourishing traditional vocational education in Africa (NOUN, 2020). This is because education at that time did not distinctly prioritise the diverse talents in agriculture, hunting, trading, weaving, and so forth. Students just learnt literacy skills.

In the 19th century, the British colonisers implemented an educational system that failed to address the demands of the colonised African populace. From 1900 onwards, numerous colonial government departments and commercial enterprises implemented in-house

vocational training programmes for their employees or potential employees. Participants were sponsored by employers or guaranteed employment upon successful completion of the training.

Consequently, Okonkwo, Chidi, Nwokike, and Nwafor (2021) noted that by October 1960, when Nigeria attained independence, it was evident that the education acquired from the British government was insufficient to meet the sociological and economic demands of Nigeria. Hence, the antiquated British literary curriculum failed to address the educational and economic issues faced by the nascent Nigerian nation. As a result, vocational education garnered significant focus in the proposed national curriculum during the 1969 National Curriculum Conference. It is essential to note that in the 1960s, vocational education was predominantly managed by voluntary and private individuals and organisations.

Ruth and Deitmer (2020) cited in Iyuade (2024), elucidated that during the 1970s, governmental involvement in the creation of vocational-technical institutions had escalated. Efforts continue, although, more theoretically than practically, to elevate vocational education within the nation's educational framework. Many of these initiatives fail to achieve complete implementation, sufficient money, and proper oversight. Others seem to be undermined and incapacitated, rendering them nearly incapable of fulfilling their intended objectives. Nonetheless, there exists a glimmer of optimism for vocational education due to its practicality and significance to any nation. Otitoju, Folorunso, Erinfolami, and Odewusi (2023) asserted that the diverse stakeholders in education, such as graduates, parents, society, institutions, and the nation are predominantly disenchanted and unsatisfied with the outcomes of education. Education seems to have failed to fulfil its commitments toward national development.

Vocational education should be integrated into primary, junior secondary, and senior secondary school curricula. Post-secondary institutions providing technical and vocational education encompass tertiary technical institutions, including science and technical colleges, polytechnics, mono-technics, colleges of education (technical), and universities. Vocational education should be integrated into continuing mass literacy programmes, adult education, non-formal education, and special education for individuals with physical disabilities, such as the blind, deaf, and dumb. This ensures that such programs are pertinent and significant to both the individuals (recipients) and society at large (NOUN, 2020). Thus, insufficient implementation of vocational education programmes hinders the nation's ability to benefit from graduates' contributions to economic growth and development (Gambo, Shafri, and Yusuf, 2022). The haphazard implementation of the vocational education sector in recent times, among other factors, has contributed to the heightened unemployment and rising poverty levels in Nigerian communities (Iyuade, 2024).

### **Empirical Analysis**

According to Magatakarda and Ibrahim (2017), vocational training and skill development are important resources that, when properly applied, can support capital accumulation, industrial expansion, technical innovation, and swift national development. Programs for skill

development and vocational training are widely recognised as crucial components in the fight against unemployment, particularly among young people in developing nations. By giving students useful skills related to specific crafts or professions, these programs hope to increase employment and foster economic growth. In Nigeria, programs for skill acquisition and vocational training have a great deal of promise to address the serious issues of youth unemployment and promote economic growth. The field of Technical and Vocational Education and Training (TVET) is changing, presenting opportunities as well as challenges that could impact the workforce of the future.

If the government at all levels establishes more skill acquisition centres at all educational levels, vocational training and skill acquisition programs can be improved to lower the rate of unemployment among Nigerian youth. To ensure that all elementary schools have sufficient and well-equipped vocational training facilities, the state government should assume responsibility for establishing these centres in all nationwide secondary schools. Although the federal government had previously developed tertiary vocational training and skill acquisition, it needed a revitalisation makeover. Students will learn at least a trade before graduating if they are effectively and sufficiently supplied with fully equipped materials and tools. Those who drop out of school at any level will have learnt skills like carpentry, plumbing, fashion design, painting, beauty salons, cake baking, photography, and soap making, becoming self-reliant in the process. In addition, engineering disciplines like civil engineering, automotive design and fabrication, electrical and electronics, shoe manufacturing, panel beating, and welding are only a few examples. All of them ought to be present at the several skill-acquisition centres.

If all of the facilities needed for training are installed in all of the skill acquisition centres, then vocational training and skill acquisition can be improved. To raise everyone's awareness of careers, guidance and counselling departments should be established at all educational levels as well as in skill acquisition centres and technical colleges. To bridge the gap between industry training and classroom instruction, vocational-technical education centres and institutes should retrain their instructors at all learning levels. As a result, a unique program should be established whereby interested graduates would get grants and equipment on a no-interest basis.

Vocational training and skills acquisition programs in Nigerian tertiary institutions have faced numerous challenges that have hindered the youth's capacity for self-reliance, exacerbating youth unemployment and its associated social issues in Nigeria. Ogeh (2023) identifies several challenges, including governmental insensitivity, deceptive behaviour, lack of political will, negative youth attitudes towards skill acquisition, deteriorating societal values, excessive influence of party politics on the youth, absence of a reward system, declining educational standards, and inadequate facilities and equipment in tertiary institutions. Moreover, significant obstacles to vocational training and skill acquisition programs in Nigerian tertiary institutions include an excessive focus on academic achievement, undervaluation of vocational training, challenges in curriculum development, a

shortage of quality skilled trainers, a critical deficit of facilities, erratic governmental oversight, and inadequate funding (Okolocha, John-Akamelu & Muogbo, 2020).

The fundamental challenges that are contributing to the deterioration of vocational training and skill development programs in Nigerian tertiary institutions are numerous and diverse. The difficulties have adversely affected the lives of Nigerian youth both before to and following formal education, thereby impacting national growth and development. The form of entrepreneurship education and its level of recognition vary across all tertiary institutions in the country. Several of these programs typically frame entrepreneurship education inside vocational and technical education rather than fostering the entrepreneurial spirit, which involves the encouragement of entrepreneurial actions and performance across diverse fields (Ojeifo, 2012).

### Methodology

The study employs both primary and secondary data sources. Primary data was gathered through face-to-face interviews, while the secondary sources were scholarly publications, academic textbooks, online academic materials, and official polytechnic papers. The study is restricted to a workable scope of nine polytechnics within the selected three states in Nigeria. Due to their proximity, Ogun, Osun, and Ondo states were purposively selected for the study. There are twenty-six (26) polytechnics in the three selected states and a simple random sample technique was used to select one federal, one state, and one privately operated polytechnic from each state, making a total of nine polytechnics. In addition, 450 respondents were targeted using a purposeful selection of 50 students from each polytechnic but a total of 363 responded to the interview (See Table 1 for the depiction). These respondents are specifically targeted because they are in a position to provide useful details on the accessibility and functionality of vocational/skills acquisition facilities in each of their citadels of learning. The gleaned data were presented through content and descriptive analysis techniques.

**Table 1:**

#### *Study Areas, Targeted Population and Respondents*

<b>States and Institutions</b>	<b>Study Areas</b>	<b>Targeted Population</b>	<b>Total Respondents</b>
<b>Ogun State</b>			
Federal Polytechnic	Federal Polytechnic Ilaro	50	37
State Polytechnic	Moshood Abiola Polytechnic	50	41
Private Polytechnic	Landmark Polytechnic, Ayetoro	50	38
<b>Ondo State</b>			
Federal Polytechnic	Federal Polytechnic Ile Oluji	50	42
State Polytechnic	Rufus Giwa Polytechnic Owo	50	39
Private Polytechnic	Global Poly Akure	50	37

<b>Osun State</b>			
Federal Polytechnic	Federal Polytechnic Ede	50	45
State Polytechnic	Osun State Polytechnic Iree	50	40
Private Polytechnic	The Polytechnic Ile-Ife	50	44
<b>Grand Total</b>		<b>450</b>	<b>363</b>

Source: Field Survey 2024

### Discussion of findings

This section presents the results of the field study. The study utilized descriptive information from the respondents, and the results of each as investigated through the objectives are presented. Four hundred and fifty students were the targeted respondents as stated in the study for interview sessions but only three hundred and sixty-three were captured in the interview on the issue of vocational training and skill acquisition programmes. The overall interview was conducted by investigating each of the study objectives, such as the extent of vocational training and skill acquisition programmes implemented in the Nigerian Polytechnic, the effect of vocational training and skill acquisition programmes on Nigerian graduates, ways to enhance Vocational training and skill acquisition programmes to reduce the level of unemployment among the youth and challenges of vocational training and skill acquisition programmes in the Nigerian polytechnics. Consequently, relevant variables were investigated *vis-a-vis* the above objectives.

The interview session with the majority of participants regarding the implementation of vocational training and skill acquisition programmes in their respective polytechnics revealed that skill acquisition and entrepreneurship programmes are established in all Nigerian polytechnics. All participants unanimously assert that the Centre for Skill Acquisition and Entrepreneurship Department (CSAED) coordinates the Entrepreneurship programmes, which is a mandatory course in Nigerian Polytechnics for both National Diploma and Higher National Diploma students to complete before graduation. This assertion corroborates the words of Ohagwu, Nwanesi, & Hassan (2023) that skill acquisition and entrepreneurial programmes are essential elements of the educational system in Nigerian polytechnics. Its establishment necessitates the need for individuals to acquire the knowledge and skills required for them to partake in entrepreneurial activities, which are vital for national economic growth and development.

The study also assessed the availability of adequate skill acquisition tools and equipment in the Nigerian polytechnic. The results of the interviews with federal, state and private polytechnics across the study area revealed that with the standard of the Nigerian education system, their fairly enough tools and equipment for students to learn any of their interested vocational training. However, it was garnered that the equipment varies. Virtually all the federal polytechnics across the study area have similar structures because of the government intervention in vocational training and entrepreneurial skill acquisition. Generally, the aggregate of equipment available as stated by interviewees at the polytechnics (especially federal and state) includes but is not limited to; catering, plumbing, barbing and hairdressing, cosmetology and makeup, photo cinematography, textile (dyeing and tying), leatherwork (shoe and bag making), fashion designing, carpentry and woodwork, computer and allied engineering, welding and fabrication, electronic and wiring engineering while some school

have automobile engineering equipment. It is worth noting that the findings of this study supported the scholarly point of Wordu and Chiorlu (2017) who acknowledged that certain institutions possess the necessary tools and equipment for technical vocational education and training, but added that insufficient use of workshop equipment impedes the attainment of educational objectives in TVET programmes, implying that although certain resources are available, they are not being utilised to their full potential.

To assess the extent of vocational training and skill acquisition programmes implemented in the Nigerian Polytechnic, the interviewee disclosed that there is a shortage of qualified instructors for the vocational and skill acquisition programmes in Nigerian polytechnics. Some of the interviewees in most of the polytechnics further revealed that the student-to-instructor ratio is always high. They assert that, in most cases, one instructor attends a class of over five hundred students and more. These findings corroborate the scholarly work of Adamu (2016) where he avows that there is a significant deficiency of sufficiently trained and certified educators capable of providing high-quality vocational education. Numerous schools face challenges in achieving the necessary staff-to-student ratios, which are crucial for successful pedagogy and learning outcomes. In the Addendum, NBTE (2022) underscored that the suggested staff-to-student ratios are frequently unmet, especially in science and technology programs where the optimal ratio is 1:15, resulting in overcrowded classrooms and a decline in educational quality.

The study also evaluated the issuance of certificates for vocational and skill acquisition programmes following training, to investigate the extent to which these programmes are implemented in Nigerian polytechnics. It was revealed through the interview with our respondents that no public polytechnic has ever given their students a certificate that can grant them the opportunity to secure a job or establish themselves. Instead, some after graduation will have to go and learn from professional artisans. However, some of the private polytechnic students interviewed said that their schools usually issue certificates after the completion of the programmes. Non-issuance of training certificates is one of the factors that discourages students' performance in vocational and entrepreneurial skill acquisition programmes despite being a compulsory course in Nigeria's polytechnic education system. This finding is in line with the position of Cedefop (2015) that the issuance of a certificate will formally verify that an individual has attained specified learning outcomes, which officially acknowledges the skills acquired, hence improving employment and prospects for further education.

Furthermore, investigating the effect of vocational training and skill acquisition programmes on Nigerian graduates, the interview conducted revealed that vocational and skill acquisition programmes foster entrepreneurship and aid poverty alleviation among the Nigerian youth as some of the polytechnic graduates (mostly ladies) established themselves with the acquired skills while in school. Some of the interviewees cited vocational training like event planning and cake baking, fashion designing, cosmetology and make-up, and hairdressing to mention but few. This is also in line with Akinola, Laosebikan, Akinbode, Afolabi and Olamiti, (2023) statement that Vocational training equips Nigerian youth with the essential skills for self-employment. This empowerment is essential in a nation with elevated unemployment rates. The government must seek to diminish poverty levels by enhancing access to vocational education at all levels of education, thereby empowering young individuals to earn income through entrepreneurship.

The study also examines the ways vocational training and skill acquisition programmes can be enhanced to reduce the level of unemployment among the youth. The larger percentage of

interviewees unanimously disclosed that the establishment of more skill acquisition centres and mandatory vocational and Skill acquisition at all educational levels before graduation will go a long way to enhance the programme. They also assert the fact that provision of adequate training facilities in all of the skill acquisition centres, the establishment of careers orientation and awareness departments/units at all educational levels across the country and issuance of a certificate to a qualified trainee alongside the regular formal education certificate will create ample chance of employability to the youth. Hence, improvement of vocational education via curricular improvements that incorporate additional practical learning elements. This entails the incorporation of vocational subjects at earlier educational levels (primary and secondary school) to promote early specialisation and enhance students' future preparedness.

Almost all the interviewees in all three states and nine polytechnics on the challenges of vocational training and skill acquisition programmes in the Nigerian polytechnics enumerated some of the major challenges that incapacitated Nigerian polytechnics on the implementation of effective and efficient vocational training and skill acquisition programmes. They pointed out that inadequate funding and misappropriation of funds allocated to polytechnics is the major bane of the TVET programmes implementation. Interviewees at the federal and state polytechnics reiterated that even the government-owned institutions are incapacitated in what they can shoulder as regards the provision of sufficient facilities and instruments for vocational training and skill acquisition programmes. They also disclosed that obsolete vocational and skill acquisition facilities and equipment, and non-issuance of certificates after the training are the challenges that lead to the devaluation of vocational training by students with the notion of no new knowledge to acquire no certification attached (Okolocha, John-Akamelu & Muogbo, 2020; Owo, and Ajie (2020); Allen, (2020); Ogeh, 2023).

## **Conclusion**

Integrating formal education with vocational training and skill development in Nigeria's polytechnic institutions serves as a strategic solution to youth unemployment. Nigeria is experiencing a severe youth unemployment issue, intensified by a rapidly increasing population and inadequate skill acquisition among the youth. Recent studies indicate that around 35% of the Nigerian population is either unemployed or underemployed, underscoring the pressing necessity for effective skill development and vocational training initiatives. The historical foundations of this dilemma are poor governance, economic instability, and insufficient educational frameworks that do not align with labour market demands. Establishing an educational framework emphasising practical skills and entrepreneurship would enable Nigeria to empower its youth, diminish unemployment rates, and foster economic growth. The effective execution of this integrated strategy necessitates cooperation among educational institutions, governmental entities, and the commercial sector to establish a sustainable framework for youth empowerment and employment.

## **Recommendations**

Among the recommendations that were derived from the findings were,

- Vocational skills acquisition programmes should continue to be promoted by the government at all levels.
- Establishing partnerships between educational institutions and industries can improve training relevance by ensuring that programmes align with the current labour market

needs. Additionally, this partnership can facilitate internships and apprenticeships, which can offer students practical experience.

- Government policies that allocate sufficient funding and resources should support the establishment of these centres and programmes. This encompasses incentives for institutions that effectively execute vocational training initiatives.
- By improving the availability of quality vocational education, we can better equip future generations to meet the demands of the workforce.
- At the program's conclusion, students should be awarded a universally recognised training certificate, even before completing their formal education.
- At the point of registration, students should participate in orientation and sensitization programmes about the value and selection of vocational and skill programmes, particularly at the secondary school level of education.
- The successful implementation of vocational and skill acquisition programmes is contingent upon parental support. Parents, who are the primary educators, should inform their children about the programme's benefits.

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