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Julian Ng
Guest Editor

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Message From the Editor

Dr. Julian Ng, Guest Editor

Technical Vocational Education and Training (TVET) generally has the dubious position of being the poor cousin in relation to higher education. Students and their parents look at TVET options as the last resort if a university place of their choice is not available. Governments give money to build ever-expanding universities yet grudgingly acknowledge that TVET institutions are a necessity, albeit without the same level of commitment or investment.

The fact is that TVET skills create new businesses and generate employment. The world runs on TVET skills in virtually all industries and sectors. While some nations are starting to realize the importance of investing in and building up this area, there many others who place less importance on it in their quest to become "developed." One thing is for sure – we need to redress the imbalance in the views of TVET across the different stakeholders.

There are several common perceptions about TVET:

a) Education as a Social Choice

Students who do not garner good enough grades to be selected for a place at a university often blame their 'lack of privilege' in getting a quality education (often associated with private education). Therefore, the alternative of technical school is often seen as the option for the 'working classes'.

b) Cultural Bias

Societal and cultural norms place an importance on professions like doctors, engineers or lawyers. Even schools emphasise academic routes and tell students who do well academically to choose science over the arts.

c) Financial Considerations

University education is increasingly expensive, and those who cannot afford this end up looking at employment or TVET options. Moreover, children are constantly being told that they will get better jobs and salaries if they have a university degree.

d) Stakeholders' Perceptions

TVET providers do not get as much funding as their academic counterparts, nor do they always get the necessary support from industry. A common complaint of employers is that the skills learnt by graduates do not match the skills required by industry.

We need to ask and answer several questions about TVET today:

Is it required? If so, is it relevant? How can we, as TVET providers, meet the needs of all the stakeholders and more importantly, how can we produce the right results?

Perhaps, we need to rethink our education systems. Are our universities and colleges teaching creative and critical thinking? Are they giving students the chance to practise these and other skills? Are we as

Figure 1. What factors affect how we progress TVET?

TVET providers assessing our students and their learning in the right ways, or are we just measuring only on the lowest common denominators? (see Figure 1).

As TVET providers, we should look at futureproofing ourselves and our programmes in order to stay relevant and to prepare our students in the most effective and most sustainable ways.

The futures cone (see Figure 2), is an interesting tool that allows us to see how TVET and its providers might change (Hancock & Bezold, 1994). It would be sensible to see what sort of trends are emerging and how the job market is changing. In a report published by the Economist Intelligence Unit (2015), just over 30% of employers are satisfied with the skills of graduates entering the industry. Less than half of 18–25year olds believe that their education provided them with the necessary skills to enter the world of work.

One third of the jobs in 2020 will require skills that are not commonly taught today (World Economic Forum, 2018). Fifty-two (52) percent of middle-skilled jobs required a qualification higher than a leaving school certificate (Level 2) but not up to the level of a university degree (Level 6). Typically, qualifications between levels 3 and 6 are fulfilled by TVET providers which represents a fantastic opportunity since many of such job openings appeared in the top ten list of 'hardest to fill' jobs (Unruh, 2011).

Digital-based middle-skilled jobs will grow at a rate of 150% compared to other kinds of jobs (Burning Glass, 2015). By 2022, the World Economic Forum (2018) predicts that a minimum of 50% of all jobs will require an 'engineering mindset' with skills such as analytical thinking and innovation, complex problem-solving and creativity, originality and initiative.
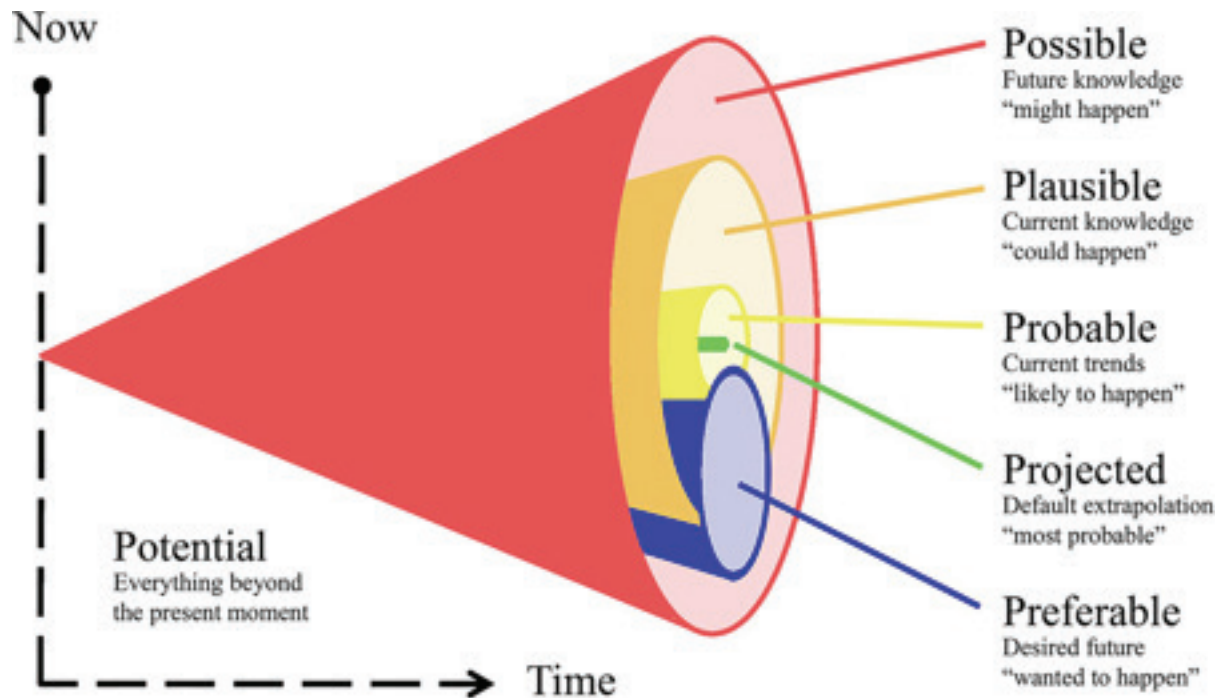
Figure 2. Futures Cone.
Source: Adapted from Voros (2003, 2017), which was based on Hancock and Bezold (1994).

Some possible examples of good TVET practice:

- In Japan (Obara, 2013) and Spain (Agrawal, 2019), home economics classes are built into the syllabus and inclusive of boys, so they can learn to take care of themselves and others.
- In the Netherlands, agricultural students are encouraged to work with the agricultural community with farmers, local businesses and the government on real-world issues.
- The National University of Singapore (NUS) has allowed students to design their own modules since August 2019 to encourage more passion in the subject matter and take greater ownership of their own learning (Tan, 2019).
- Walmart has a re-employment scheme which hires 'former' caregivers, gives them 4 months of networking and continuing professional development so that they have skills in software engineering and product development (Roepe, 2018).

Changes and challenges in various industries mean that their future employees need to be prepared for such, whether or not these have happened yet. They need to have the skills to be able to solve complex issues around these, and that means that TVET providers have to be ready to change as well. As we move towards Industry 4.0 and Automation 5.0, should we come up with completely new ways of doing things, or combine old ways to create new pathways?

This issue of the International Journal of Vocational Education and Training has papers that address new ways for TVET to serve the global workplaces. At the least, they can act as 'conversation starters' for new approaches to TVET.

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Bridging the Agriculture Industry—College Divide: A Modified Delphi Study

Patrick E. Egbule

Abstract

The study examined the areas where agriculture colleges can partner with industries for quality programmes delivery and establish the mechanisms for strengthening excellent partnerships. A modified Delphi technique was used to achieve group consensus among three group of experts comprising 15 institution Student Industrial Work Experience Scheme (SIWES) Directors, 10 institution-based SIWES supervisors and 12 agriculture industry-based supervisors in Niger Delta, Nigeria. The first round of the study used a questionnaire with an open – ended question to facilitate the generation of a wide array of response items. In round two, respondents were asked to rate the items identified in round one in a Likert – type scale and to make changes in the items as necessary. In round three, respondents were sent the result from the previous round and asked to provide a dichotomous indication of whether or not they agreed or disagreed with each of the revised items. Consensus was reached in the third round. Findings revealed 29 possible areas of partnerships, implying possible strategies for enhancing quality partnerships. The result of the study could be used for needs assessment, improve image of agriculture and student recruitment, assist in prioritization of future professional development and general programme improvement.

Key Words: agriculture industry; college divide; Delphi, partnerships, student recruitment

Introduction

Partnerships for development in any area of human endeavour is not a new thought. In general, effective collaborations between Technical and Vocational Education and Training (TVET) institutions and the industry has been widely acclaimed as a veritable tool for quality programme delivery and improvement. Essentially, effective TVET institution-industry partnerships will enhance practical stills acquisition and learning outcomes, for improved employability of products of these institutions for national development.

The core mandate of TVET is to prepare learners with the requisite skills, values and abilities needed to be employable or self-employed. Thus, industrial institutions are expected to be the end users of skilled personnel nurtured and trained by TVET institutions. However, in Nigeria and many developing countries, needed collaborations between TVET institutions is weak and pitiable as the skills and abilities needed in industries are different from what is taught in TVET institutions (African Union, 2007; Egbule, 2014; UNESCO, 2001). These gaps and mismatch between practical skills acquisition in college classroom learning experiences and industrial skills needs must be bridged to enhance employability of graduates and lift developing nations out of poverty (Egbule, 2012).

At the global level, the issue of youth interest and participation in agricultural production has remained a problem (Egbule, 2016, Hailu, 2013). Although the aim of agricultural education is the professional education of recipients with skills and abilities to make a career as producing farmers, in Nigeria, the number of able youths with requisite education in agriculture willing and able to enter farming to replace the aged farm operators a remained a challenge. Reports reveal that 70% of over 80 million youths in Nigeria are either unemployed or under-employed, with significant number joining the labour market each year (NBS, 2017). Apart from helping in reducing problems of aging farming population, youth skills improvements through effective college – industry partnerships for active career choice in agriculture and food production remains the major solution germane to youth problems and food insecurity in Nigeria.

In Nigeria, agriculture is thought at the various levels of the educational system including primary, secondary, farm schools and colleges, colleges of education, polytechnic as well as interdisciplinary studies in universities. In all, the major goal of agricultural education is to prepare youths and adults for careers in agriculture and food production so that the predicted shortage of trained professionals in agriculture may be alleviated (Egbule, 2016; Phipps & Osborne, 1988). In line with the current global trend and emphasis on knowledge for use, the teaching of agriculture at all levels of the educational system emphasizes practical and skills acquisition for employment and entrepreneurship. Although the Federal Republic of Nigeria (2013) strongly recommended school – industry collaborations and practical approach to teaching and learning, they are yet to receive needed attention and impetus in many schools, colleges and universities (Egbule, 2018).

In recognition of the crucial role of school – industry partnership as an essential component of quality TVET programme, the Industrial Training Fund (ITF) was mandated to implement Students' Industrial Work Experience Scheme (SIWES). The scheme affords agriculture and students from other technical fields the opportunity to formularize themselves with industries/work environments through exposure to tools, equipment and machines that may not be available in their various institutions. In higher institutions, such partnerships are expected to be achieved through Students' Industrial attachment/work experience programmes ranging from 6 months to one-year, Comparative Work Training (CWT) and Cooperative Work Study Programme (CWSP). At the secondary school level and vocational programmes, the Supervised Occupational Agricultural Experience Programmes, occupational orientation and school – to – work opportunities are common forms of partnerships aimed at developing stills, good work habits and smooth transition from school to work.

Agricultural industry includes enterprises engaged in growing crops, raising animals and fish, forestry, encompassing farms, dairies, hatcheries, ranches, storage, processing and distribution of agricultural products. On account of dwindling and unsustainability of oil revenue in Nigeria, emphasis is now on agriculture as a more reliable alternative to guarantee food security, stabilize the economy, reduce unemployment and social vices, especially kidnappings and Boko Haram insurgency. Presently, many burgeoning private and commercial farms are springing up in many parts of the country. Productivity can only be enhanced through more effective institution-industry linkages to produce more practical minded and skilled youths who are employable or can go into self-employment in agriculture.

This study was undergirded conceptually by the Human Capital Theory (HCT). This theory is hinged on the belief that human capital is created and enhanced as an individual's likelihood of employability is increased on account of investments in increased education, training and skills developed in the person (Little, 2003; Smith, 2010). According to them, present and prospective workers (students) increase their productivity by learning new skills and performing old ones while on the job through work experience programmes, especially skills that are sector specific. Roberts and Ball (2009) emphasized that the agriculture industry "provides the basis for the curricula thought and for teacher preparation". Thus, agricultural education curricula and programme delivery should reflect the needs of industry regarding the induction of skilled workers.
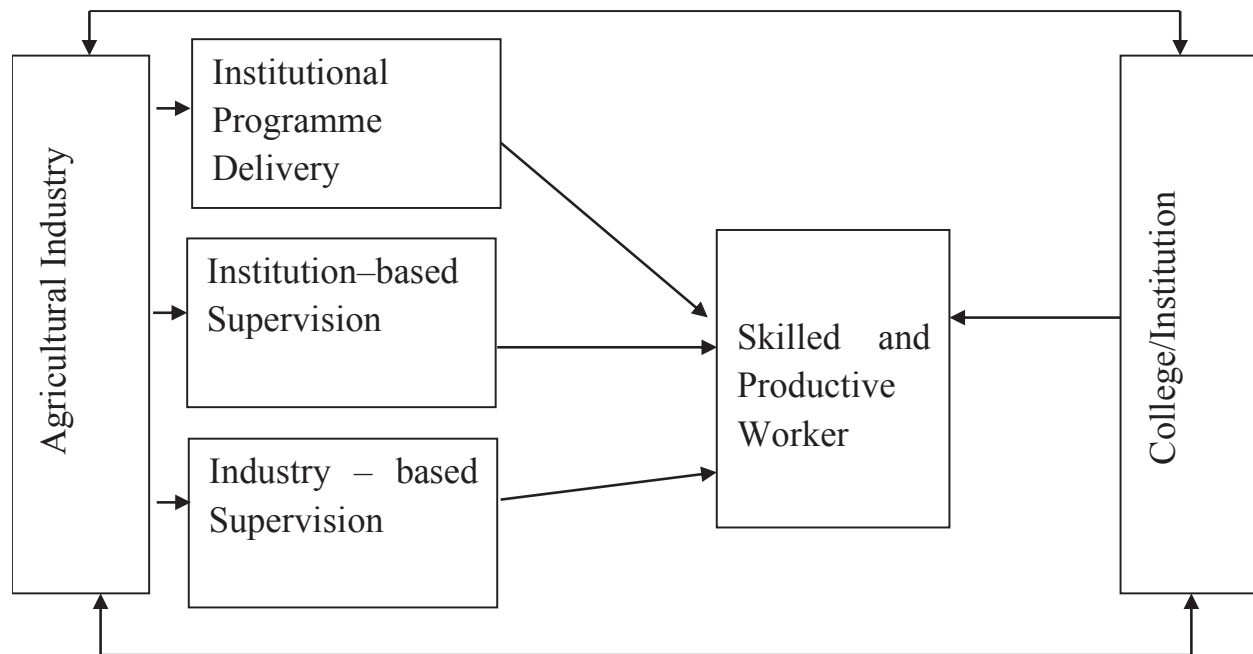
Figure 1: A Conceptual Model for College/Institution – Industry Linkage

Purpose of the Study

The purpose of this study was to investigate the mechanisms through which the prevalent industry-college divide in the production of skilled and employable agricultural workforce can be bridged. Therefore, the objective of this Delphi study was to identify the strategies for bringing about effective and seamless partnerships for developing a new generation of highly skilled work force for a global competitive economy.

Method

This study was carried out in the Niger Delta, Nigeria. Historically, the Niger Delta consists of 9, out of the 36 states and Federal Capital territory that make up the Federal Republic of Nigeria. The states are: Bayelsa, Delta, Rivers, Akwa Ibom, Cross River, Edo, Abia, Imo and Ondo States. The population for the study consists of 52 directors of SIWES programmes and 156 institution-based SIWES supervisors of degree awarding institutions in the Niger Delta, as well as the corresponding farm managers/agricultural industry-based supervisors that offer SIWES placements to students in the area. The Niger Delta is characterized by high oil deposits and difficult terrain which has tended to impinge on agricultural production activities. The area is also noted for high incidences of youth restiveness.

The Delphi technique was deemed appropriate for use in this study as it affords "a stronger methodology for a rigorous query of experts and stakeholders" (Okoli & Pawlowski, 2004, p. 18), through a process of "eliciting and redefining group judgements" (Dalkey, 1969, p. V.) on which anonymity controlled feedback, and statistical group response are the norm. Delp, Thesen, Motivala and Sesheri (1977) described the Delphi technique as a group process used to solicit, collate, and direct expert responses towards reaching consensus. Such information and knowledge gained from professionals using the Delphi technique is extremely useful in uncovering information often not verbalized (Stewart, 2001).

Three states, out of the Nine Niger Delta States were randomly selected for the study. These were Delta, Imo and Bayelsa States. In order to accommodate diverse viewpoints, 15 SIWES Directors in Degree awarding institutions that offer agriculture programmes, 10 Institution-based supervisors and 12 farm managers/agriculture industry-based supervisors in the sampled states were purposively selected and invited to participate in the study via email. Out of the 37 selected experts, 28 agreed to participate in the study. All the 28 who agreed to participate responded in round one (100%), 24 (85.71%) participated in round two and 22 (78.59%) participated in round three. Hence, reliability was ensured. Dalkey (1969) stated that the reliability was greater than 0.80 when Delphi group size was larger than 13.

This modified Delphi study employed three stages. The first round of the study used a questionnaire with an open – ended question: "Please identify the strategies for bringing about effective agricultural industry – colleges partnership for developing highly skilled and productive workforce". The definition of partnership and strategy was provided to ensure study accuracy. While partnership was defined as an arrangement where parties (in this case agricultural industry and institutions) agree to cooperate to advance mutual interests and goals, strategy was defined as any act, scheme, programme or plan of action aimed at building skills, attitudes and ensure a smooth transition from college – to – work. A multi –

line answer space was provided to encourage participants to provide in – depth details. This resulted in a total of initial of 211 initial responses. This information was analyzed using the constant – comparative method which involved continuous evaluation of responses with emerging perceptions through a series of coding and categorization (Lincoln & Guba, 1985). This resulted in condensing the response into 32 strategies. These statements were categorized into 7 clusters/ technical themes and were presented to the respondents in round two.

In round two, the respondents were asked to rate the 32 items identified in round one on a five – point Likert-type scale (Strongly Agree = 5; Agree = 4; Uncertain = 3; Disagree = 2; Strongly Disagree = 1). Based on the responses, statements that received mean rating of 3.00 or higher were considered to have reached consensus. On the analysis, the list of statements was reduced to 29. The experts were also asked to revisit the complete list of the 29 items from round one and painstakingly provide additional strategies that were missing from the list. The same data analysis process earlier used in round one was utilized in analyzing the additional suggestions. Two new strategies were generated from this process which was added to the 29 statements that earlier reached consensus. This resulted in a total 31 strategies which were subsequently presented to the panel in round three.

In round three, panellists were requested to agree or disagree with the statements, and to provide comments if they could not agree with the summary findings. Consensus was reached by two – thirds of the panelists on 29 statements and as such no further responses were required. As noted by McCampbell and Stewart (1992), most Delphi studies reach consensus at the third round.

Results

The respondents rated 29 of the identified strategies above 3.00 and as such were considered to have reached consensus (see Table 1). These statements have organized into seven thematic categories: Programme Planning, Implementation and Evaluation (9 strategies); Tools, Materials and Equipment (3 strategies); Communication and Supervision (3 strategies); Polices and Reforms (2 strategies); Funding (4 strategies), Safety (2 strategies) and Research/Quality Assurance (6 strategies). More specifically, the items that received the highest mean rating by the panelists included: facilities and equipment sharing (x = 3.64); strong linkage between classroom instruction and on–the-job training (x = 3.65); and establishment of industry – academia curricula reform council (x=3.64). The panelists rated three of the strategies below the consensus mean rating of 3.00. They included consultations between industry and institutions on competency tasks for job specification (x=2.97); and involving industry staff in teaching, practical skills in institutions (x=2.81). A summary of the results of this study are presented in tables 1 and 2.

Table 1

Delphi Study Round Two Results on Strategies for Developing Effective Agricultural Industry-College Partnerships Strategies.

S/N	Strategies	X	SD	Remark
1.	Evolve equitable facilities and equipment sharing schemes	3.64	0.51	Agree
2.	Strong linkage between classroom instruction and on – the – job training	3.65	0.54	Agree
3.	Establish industry – academic curricula reform council	3.64	0.65	Agree
4.	Adequate funding of college – industry partnership	3.56	0.52	Agree
5.	Establishment of more agricultural industries	3.52	0.65	Agree
6.	Student placements must be relevant to their interests and skill needs	3.46	0.64	Agree
7.	Confirmation of the appropriateness of training stations before posting out students	3.46	0.54	Agree
8.	Periodic curricula review to reflect current trends and market needs	3.45	0.68	Agree
9.	Continuous upgrade of tools, facilities and equipment	3.43	0.64	Agree
10.	Implement periodic orientation programmes for student trainees and supervisors	3.42	0.62	Agree
11.	Hold joint training sessions for supervisors and industry staff	3.42	0.67	Agree
12.	Prompt payment of approved allowances to students and supervisors	3.40	0.64	Agree
13.	Provision of insurance cover for students and supervisors against workshop accidents	3.40	0.64	Agree
14.	Industry staff to participate fully in the assessment of students	3.38	0.70	Agree
15.	Formulate and communicate policies and guidelines for effective college – industry partnership	3.37	0.52	Agree
16.	Develop effective communication channels with students, employees and the institution	3.34	0.56	Agree
17.	Continuous research into more effective college – industry partnership mechanisms	3.32	0.58	Agree
18.	Good understanding of industrial culture and safety by students	3.32	0.60	Agree
19.	Periodic monitoring and evaluation of college – industry partnership programmes	3.30	0.51	Agree
20.	Develop training modules and teaching skills that enhance industry – college partnership	3.29	0.58	Agree
21.	Provision of employment for successful trainees by the industry	3.29	0.57	Agree
22.	Evolve legislative backings, polices and actions that enhance college – industry partnership	3.28	0.71	Agree
23.	Good understanding of laws, polices and legislations relating to labour and college – industry partnership	3.27	0.55	Agree
24.	Keep pace with technological developments in industry and institutions	3.25	0.52	Agree
25.	Report and present work experiences in form of seminar in the department by students	3.22	0.65	Agree
26.	Evolve functional quality assurance mechanism for college – industry partnership programmes	3.21	0.66	Agree

27.	Systematic professional development of instructors and teachers	3.21	0.64	Agree
28.	Provision of welfare packages such as medication, accommodation and transport for students	3.12	0.72	Agree
29.	College curricula and training must reflect community needs	3.10	0.61	Agree
30.	Consultations between industry and institutions on competency tasks for job specification	2.97	0.82	Disagree
31.	Involve industry staff in teaching practical skills related to industrial needs	2.81	0.66	Disagree

Establishment of strong linkage between curricula/classroom instruction with on – the – job training, adopting equitable facilities and equipment sharing schemes and adequate funding by government received the highest percentage agreement rating by the panelists (see Table 2). Majority of the respondent failed to agree that focused training on industrial and community culture by supervisory staff, evolving staff – student exchange programme as strategies for bringing about effective agricultural industry – college partnerships.

Table 2

Delphi Study Round Three Results on agreements or disagreements on strategies for Bridging Agricultural Industry–College Partnership.

S/N	Strategies	% Agreement
1.	Establish strong linkage between curricula programmes and classroom institution with on–the-job training	90.1
2.	Evolve equitable facilities and equipment sharing schemes	90.1
3.	College–industry partnership programmes should be adequately funded by government	90.0
4.	Industry – academic curricula reform councils should be established to formulate market – driven curricula	90.0
5.	Continuous upgrade of tools and equipment by industry and institutions	90.0
6.	Establishment of more agricultural industries through government support and provision of more enabling environments	88.4
7.	Prompt payment of approved allowances to students and supervisors in the programme	88.4
8.	Plan and implement periodic orientation programmes for student trainees and supervisors.	82.4
9.	Systematic professional development of instructors and teachers in the programme	82.4
10.	Ensure periodic and adequate monitoring and evaluation of the programme	82.4
11.	Periodic curricula review targeted at skills required for job specifications in industries	80.5
12.	Students should be placed in industry and practical experiences relevant to their interest and course of study	80.4
13.	The appropriateness of industrial placements must be confirmed before posting out students	80.1
14.	Training industry should employ same of their most successful trainees	80.0

15.	Regular consultation between industry and institutions on competency tasks for job specifications	80.0
16.	Evolve more legislative backings, polices and actions for more sustainable college – industry partnership	76.5
17.	Formulate and communicate clear and workable guidelines for effective college – industry partnerships	73.2
18.	Industry/superiors should participate fully in the assessment of students in the programme	73.1
19.	Welfare services such as medication, accommodation and transport services should be provided for students	73.1
20.	Develop effective communication channels with students, employers and the institution	70.8
21.	Industry and institutions must keep pace with technological developments relevant to students needs	74.7
22.	Good understanding and adherence to laws and legislations relating to labour and college – industry partnerships	71.6
23.	Periodically hold joint training session for institution and industry with supervisors	63.5
24.	Provision of insurance cover for students on attachment against workshop hazards and accidents	63.5
25.	Continuous research into more effective operational mechanisms for college – industry partnership	61.8
26.	Develop training modules and teaching skills on entrepreneurships that enhance college – industry partnership	61.8
27.	College curricula must reflect community needs, efficient and of high quality	61.6
28.	Functional quality assurance mechanism for effective college – industry partnership should be put in place	61.5
29.	Students should report their work experiences in form of seminar paper and presented at the department	61.5
30.	Focused training on industrial and community culture by supervisory staff	48.1
31.	Evolve staff – student exchange programmes by involving industry staff in teaching practical skills related to industrial needs	47.2

Conclusions

This study investigated how agricultural industry – college divide can be bridged, and partnership fostered for developing skilled, employable and productive workforce in Niger Delta, Nigeria, using the Delphi technique. The study revealed that 29 statements that emanated from the list originated by panelists reached the acceptable level of concusses agreement (x = 3.00) and agreement levels. As such, it was concluded that these statements, which were revealed in this study, be referred to as strategies for bridging the agricultural industry – college gaps. These strategies, which fall into seven clusters of programme planning, implementation and evaluation; tools, materials and equipment; communication/

supervision; funding; safety; policies/reforms and research/quality assurance are crucial for ensuring quality programmes and graduates.

Implications and Recommendations

In Nigeria, college – industry partnership programmes exist and is supervised by the SIWES directorate of higher institutions and coordinated by the Industrial Training Fund (ITF) in Nigeria. It is recommended that SIWES and ITF accept the findings of this study as a working document and religiously implement the 29 identified strategies for its programme improvement by colleges and institutions in Nigeria. There is a strong indication that adaption and implementation of these strategies will bring about a seamless relationship between colleges and industry as well as help forge a higher level of strategic partnership in developing new skills for a next generation of productive workforce.

As revealed in this study, the highest numbers of strategies (9) were under programme planning, implementation and evaluation. More specifically, the institutions should take the lead in initiating and establishing strong linkages with agricultural industries in their localities and solicit for their support and cooperation aimed at bridging existing gaps. In this regard, the agricultural curriculum should be periodically reviewed and tailored towards market driven skills required for job specifications in industries. The core mandate of TVET is the production of skilled and saleable graduates and the industrial institutions are meant to be the end users of skilled personnel trained by TVET institutions (Ejiofor & Ali, 2016; Siegal, 2003). Also sharing of tools and equipment between the agricultural industry and institutions should encouraged to save cost.

Strategies related to research/quality assurance and funding/welfare issues received the next highest rating. Adequate funding of TVET institutional partnership programmes and provision of welfare services to both supervisors and trainees is central to quality programme delivery. In many developing countries, institution – industry partnership programmes effectiveness has been greatly hampered on account for poor funding mechanisms (Choi, Misko, Phan & Kang, 2001; Ukonze & Ajala, 2015). In addition, the government should provide more enabling environment and incentives to encourage more youths and private enterprises to invest more in agricultural enterprises. Presently, most prospective trainees find it difficult to secure suitable placements in agricultural establishments related to their interest and training needs largely due to paucity of agricultural establishments in their localities. In addition, a functional quality assurance system should be implemented through more effective supervision and grading system, monitoring and evaluation.

Based on the findings, these strategies may be used as a guide for self-assessment by both the agricultural industries and institutions who are considering needed changes in the partnership engagements towards improvement. At the individual level, both the trainees and supervisors who are engaged in institution – industry partnerships may reflect on the list of strategies and make necessary changes towards improvement. At the organizational level, it is recommended that these strategies be used for needs assessment and evaluation activities that will guide prioritization of activities within institutional, local, regional and international partnership improvement programmes.

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Curbing Youth Unemployment for Achieving Sustainable Development Through Global Partnership in TVET

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Abstract

The paper examined curbing youth unemployment for achieving sustainable development through global partnership in TVET. At the beginning of industrialization in Nigeria as a mono economy, technology was applied to oil exploration and production. Over the years, majority of the workforce were white men and few blacks in the oil sector. These few blacks formed a larger group of under-employment with relatively low income. This resulted into accumulation of surplus workers in agriculture. Unemployment became a problem in Nigeria with its consequences and effects on the youths. It is based on these issues of crime, violence, kidnapping, drug addiction, raping, unproductive employees, mental and psychological problems that the writer deems it necessary to address the topic under the following sub-headings: theoretical framework, unemployment impact on Nigeria, main causes of unemployment in Nigeria, consequences of unemployment in Nigeria, trades in technical education that could curb unemployment, sustainable development, partnership with technical and vocational education and training, TVET for self-employment and curbing youth unemployment, promoting technical education curriculum for achieving sustainable development. At this point it was recommended among others that unemployment could be curbed with training the youths with technical education skills for self-reliant in Nigeria.

Key Words: Curbing, Development, Sustainable, Unemployment, Youth.

Introduction

In Nigeria, one way of judging the level of economic under development in Africa now is through unemployment. No group in Nigerian labor force is completely invulnerable to unemployment. A certain amount of fractional unemployment is inevitable because the economy is in a constant state of change and both employers and employees must adapt to it.

High rates of unemployment among skilled as well as unskilled workers characterize certain industries which are beset by long-term declines in production and are subject to particularly wide fluctuations in employment, either seasonally or in response to changes in general level of business activity. Within manufacturing industries, there are considerable variations in the incidence of unemployment among industries and from year to year depending largely on the general state of business activity. Asuquo (2016) stated that in 80's and 90's, primary and secondary school leavers experienced unemployment because efficiency of labor in these groups of school leavers was low and they were not fully equipped with specific and the required skills to be gainfully employed in the labor market.

Unemployment in Nigeria has been a major issue in our country today. Nigeria as an oil producing country depend solely on the resources from oil. Oil as a major resource and revenue provider, the government completely depends on oil resources for the development and growth of Nigeria. The agricultural sector in Nigeria has been neglected and little or nothing as it may be coming out of the sector of agriculture. Unemployment in the agricultural sector can be seen from the attitude of the government towards agricultural sector in Nigeria.

It can be argued that the oil sector has provided the government and the people of Nigeria with enormous resources over the years. The growth of population will result to a very large rise in the number of people, especially youth available for employment. The nations' workforce situation is characterized by some achievements in employment and production which have raised our national strength and levels of living to progressively greater economic heights as well as potentialities for even greater economic and social progress in the years ahead.

Rapid progress toward full utilization of our expanding labor force in Nigeria is demanding urgent consideration and attention from the government and non-governmental agencies to curb unemployment issues. For many reasons, both social and economic, we must not tolerate the present overall unemployment rate and the greatly higher rates of unemployment in a particular group (Okorie, 2000). Unemployment became the order of the day because of misappropriation of the available resources in Nigeria.

In Nigeria there is little doubt that unemployment has reduced to the barest minimum, resistance to technological innovations because of concern over unemployment consequences would be greatly lessened. Okorie (2000) emphasized a broad program for enlarging the demand for goods and services and otherwise adding momentum to the economy is essential from the viewpoint of advancing industrial productivity as well as our full employment goal. Asuquo (2016) stated that in the fourth quarter of 2016, 7.6 million people were unemployed, and the unemployment rate was 4.7 percent, 0.3 percentage point lower than a year earlier. There is need to improve the functioning of the labor market and the qualifications of the workforce is quite evident. The process by which workers are matched with jobs in this country is beset with barriers, inefficiencies and inadequacies which will require great and specific efforts to overcome. There is equally an urgent need to strengthen and redirect the educational training process by which workers are prepared for employment. Unemployment in Nigeria is a major issue and there is an urgent need to curb and reduce youth unemployment for achieving sustainable development through global partnership in TVET.

Curbing youth unemployment can readily be appreciated that certain technological modifications and innovations would be connected with the fact that the government policies are mainly employment

creation and sustainability. Vocational and technical education should provide for the needs of the society and to satisfy the requirements of the people. To create and fill the required position necessary for the efficient operation of the economic system as well as the needs of the youths and to acquire personal and satisfying positions in the occupational structure. The condition in which the needs of the youths were discussed by Okoro (1993) when he pointed out that there is need for youths who can provide the goods and services required by the society. The goods and services required can be provided by the right caliber of people who are trained in vocational, technical and technology for curbing unemployment for achieving sustainable development through global partnership in TVET. Considering the training environment in our institution, the institutions responsible for the acquisition of practical skill lacks the needed tools, equipment, facilities and attitude.

Attitudinal changes can promote vocational and technical education as a nation, Nigeria attachment to the British system of education also contributed to unemployment massively. The recovering from a chronic case of negative attitude towards technical, vocational and technological negligence. Also, Nigeria as a nation is gradually detaching herself and just awaking from her slumber and long sleep of wrong choice of western education and negligence of this aspect of practical oriented education (Mbanefoh & Bamiro, 1990). It can still be claimed that government of Nigeria was a factor in the negligence of technical, vocational and technological development. Therefore, it is essential to understand the role of our government slow pace of acceptance of technical education in bringing about the vocational and technical education progress and its application towards curbing youth unemployment for achieving sustainable development through global partnership in TVET. The tendency towards technological innovation and development was not inherent in Nigeria government itself, because of the lackadaisical attitude toward technical education. However, it would be entirely accurate to say that unemployment among Nigerians has increased astronomically. The true picture as a nation is that we are yet to become self-reliant despite all the available materials and human resources at her disposal.

Theoretical Framework

There are Prosser and Quigley's sixteen theorems but the most relevant of the theorems is the sixth theorem of gainful employment which states that vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point that these habit become fixed to the degree necessary for gainful employment (Prosser & Quigley, 1949). The theorem asserts the need for effective vocational training in specific field for useful experience for forming right habit of doing and thinking to the point for gainful employment. It is therefore necessary for vocational and technical education institution to adopt this theorem for curbing unemployment in Nigeria.

Unemployment Impact on Nigerians

Unemployment signifies wasted work force and loss of potential production of goods and services. At the moment in Nigeria, there is high rate of unemployment among our youths in Nigeria. The youths suffered most because Nigeria's educational system does not equip our youths with the type of training and

much needed tools, equipment required to acquire the needed practical skills for employment. However, it is easier to trace the impact of unemployment on our youths and the nation which is directly connected with the policies of the government on industrialization and local production of goods and services. Furthermore, the transfer of important headquarter of a company for instance the transfer of shell from Warri to Port Harcourt, the shutdown of obsolete plants, changes in consumers' demand, changes in production techniques and technology and extinction, depletion or exhaustion of raw materials and natural resources for that company.

There are some obvious reasons for unemployment to a group of youths. There are situation of job loss due voluntary job changing desires, shift in business activity, geographic movement of family and industries, voluntary intermittent participation in the labor force, and even change of events such as natural disasters are ordinarily beyond control.

Main Causes of Unemployment in Nigeria

It needs to be recalled that the unemployment since 1980s, has remained one of the most disturbing socio-economic issues regarding the progress of Nigeria (Njoku & Ihugba, 2011). Osibanjo (2006) further added that with the labor force of approximately 3 million people annually migrating into the labor market, unemployment of persons of 15 years and above was put at 3.8 percent and youth unemployment estimated at 5.0% at update of 2006. The statistics can be clearly seen from the number of graduates turned out from universities and other higher institutions every year with inadequate provision for job engagement by the government or private companies (Tibi & Adiagho, 2014).

It can be argued that inadequate equipment, tools and facilities for training the youths are also responsible for the causes of unemployment because visiting majority of workshops in our universities, there are inadequate equipment and tools for teaching and learning.

In addition to the above point, it can be counted as a relevant point that there are poor educational planning and policies on funding and purchase of the needed equipment, tools and facilities for training the youths for employment in Nigeria.

Honestly speaking in Nigeria, ignorance about technical education can be seen from lackadaisical attitude towards the program in terms of funding and enrolment of youths in our society today. What was doubly detrimental to technical education program has to do with individual that are not in the area of technical education and do not find anything relevant in the program.

Consequences of Unemployment in Nigeria

The consequences of unemployment in Nigerian labor force. No group in Nigerian labor force is completely invulnerable to unemployment (Okorie, 2000). While it would be desirable to curb joblessness among all groups in the labor force, the most serious, persistent and intractable unemployment problems are those of young workers, elderly people, the relatively unskilled and workers attached to declining industries or highly seasonal or unstable workers or casual workers.

Unemployment means joblessness and jobless young worker without job can resort to crime and violence as a result of idleness and loneliness. The hardened criminals, kidnappers, gun men, armed robbers are mostly jobless individual involving themselves in deadly crime and violence for survival. Drugs and

crime today are closely related because most of our youths are drug addicts and the cream of the society are mostly youths that are on the street looking for survival by criminal activities on daily bases.

The consequences of drugs and misuse of drugs not prescribed can lead to bad health and other related mental illness and psychological depression. The user can be completely useless and helpless under the condition of these hard drugs. Youth under drugs cannot be reasonable and useful in the labor market and he/she cannot be productive in the world of work. Unproductive individuals can be a problem to society and one can also create havoc by engaging in vices and other related crime. Consequently, more of these unemployed individuals can constitute unproductive labor force that can cause a lot of set-back in our nation.

The elderly people are not left out of unemployment in Nigeria today. There are numerous and records of unskilled, skilled workers in Nigeria that are driven out of job as a result of economic meltdown in Nigeria. The unemployment in various sectors and sub-sectors of the economy have resulted in separation of married men and women in Nigeria. It has generated a lot of issues and other related social vices and economic decline in Nigeria.

Political instability has contributed massively to unemployment in Nigeria. Over the years there has been several political and military governance. These changes of government policies and mode of governance must have affected some industries and establishment which lead to closure of their companies as a result of operational guidelines requested by the new government. Unemployment as a result of political instability has been on a steady rise.

Trade in Technical Education that Could Curb Unemployment in Nigeria

A high rate of unemployment in Nigeria has reached an exceeding high level and continues to escalate on yearly bases. On recognition of high rate of unemployment, it is pertinent to consider some trades in technical education that could curb unemployment in Nigeria. The trades are: Electrical installation; Building and Woodwork, Automobile Technology and Mechanical trades.

- Electrical installation trades
  Under electrical installation trade there are electrical installation and maintenance work, radio, television and electrical and appliances repairs. (FRN, 2013).
- Automobile Technology and Mechanical Trades Agricultural Implements and equipment, Mechanics work:, Automobile Engineering practice: Auto body repair and spray painting; Automobile Electrical work; Auto body mechanics' work; Auto body building; Part merchandizing; Air-conditioning and refrigeration: mechanics work; mechanical engineering craft practice; welding and fabrication engineering craft practices; foundry craft practice; instrument mechanics' work and marine engineering craft Federal Republic of Nigeria (FRN, 2013).

Technical education and vocational education is used as a comprehensive term referring to 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 occupations in various sectors of economic and social life. In order to clearly understand technical and vocational education, (FRN, 2013) further stipulated the goals of the program as follows: provide trained manpower in the applied sciences, technology and business particularly at craft, ad-

vanced craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and to give training and impart the necessary skills to individual who shall be self-reliant economically.

Sustainable Development

Sustainable development is a concept that came into existence in 1987 with publication of the Brundtland report warning of the negative environmental consequences of economic growth and globalization which tried to find possible solutions to the problems caused by industrialization and population growth. Sustainable development implies satisfying the needs of the present without compromising the capacity of future generations, guaranteeing the balance between economic growth, care for the environment and social well-being. The Sustainable Development Goals (Acciona, 2015) are known as the global goals were adopted by all United Nations members' states in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The 17 SDGs are integrated that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. The interpretation of sustainable development became popular and was used as a common frame of reference, even though this apparent common ground tended to mark clear differences from other elaborations of the concepts as well as between different version of sustainable development and the report.

Sustainable implies sustained increase capacity to regulate both internal and external relationships. It implies increase development, skills and capacity, greater freedom, employment, self-discipline, responsibility and materials wellbeing. Sustainable development and growth as the annual percentage of increase in sales that is consistent with a defined financial policy (Bermejo, Arto & Hoyos, 2010).

Partnership with Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) programs in some countries of the world has become an important tool for the implementation of Public-Private Partnership (PPP). However, it is not a common practice by TVET partners in developing countries, such as Nigeria (Demessew & Mutendwahothe, 2015).

A partnership is a formal arrangement by two or more parties to manage and operate business and share its profits. In this study partnership implies the arrangement between technical educators and other partners in industry to share liability and profit equally for the actualization of global goals to resolve issues of unemployment in Nigeria and other countries.
In a peculiar sense, partnership can be defined as technical education endeavor undertaken jointly by Technical and Vocational Education and Training and other partners in technical education field to actualize the objectives or purpose of technical education goals. The parties may be with government industries non-profit enterprises, businesses or private endeavor (Kopp, 2019).

TVET for Self-Employment and Cubing Youth Unemployment

TVET in Nigeria is facing many challenges some of which are low enrolment, infrastructural decay, inadequate equipment and training materials, the government, non-governmental agencies, pri-

vate sector and meaningful Nigerians should look into those problems to curb unemployment through improving the enrolment, infrastructural decay, inadequate staff and provision of training materials. It is also relevant to restructure technical education system for employment and it could lead to standardization and development of non-formal technical and vocational and training. Qualified and competent teachers are needed to train individual learners for employment. The remuneration for skilled teachers should be increased to appreciable level. Sensitization of societal ideology of technical and vocational education and training can assist to promote interest of students and teachers in technical education. The private sector in Nigeria should participate in the implementation of TVET program.

Entrepreneurial ship and ICT literary, utilization and awareness program should be promoted to increase the level of patronage of technical education and subsequently lead to employment. Environment for learning the needed skills should be improved to promote learning and employment of the technical graduates. There is a great need to improve the curriculum by deleting the outdated areas to match with the needed skills in the world of work and funding cannot be neglected in TVET. Management of fund should be given consideration to assist technical education to actualize the stipulated goals and objectives in Nigeria.

Promoting Technical Education Curriculum for Achieving Sustainable Development

Ezekwe (1990) made his contributions towards the promotion of technical education, equipment utilization and technological management of material in Nigeria for self-reliant citizens. In this regard, in collaboration with UNESCO, he hosted the international workshop on the management of equipment and technology in Africa in February 1990. The workshop recommended the establishment of an African Network of training instructions in technology equipment management and utilization for self-reliant individual in Nigeria.

Spare parts of equipment have been difficult to produce for germane training program and implementation of technical education curriculum. The procurement of genuine spare parts to assist the implementation of the program to cover the over increasing number of youths yearning for technical education was a difficult task. It became difficult to meet up with the demand for equipment in the technical institutions because spare parts may not be easy to obtain for replacement of damaged parts during implementation and practical training in technical colleges (Okorie, 2000).

Okorie (2000) posited that many machines for training in the technical colleges may be out of use for a long time until parts of the equipment are ordered from country of manufacture. In order to solve this problem that the Federal Government has already taken a gigantic step in this direction by setting up the Federal Science Equipment Manufacturing Centre at Enugu, Enugu State. The establishment of second one in Minna, Niger State was another attempt made by government toward achieving the objectives of Federal Republic of Nigeria educational policy of self-reliant drive. The centers were expected to manufacture over 200 items for science and technology tools to meet all level of educational system from primary to tertiary institutions,

In the same vein Abdullahi (1990) further explained that as an ongoing projects, the Federal Science Equipment Center Ijanikin, Lagos and those set up by the states and some universities organized workshops on repairs, utilization, maintenance and improvisation of technical equipment for self-em-

ployment in Nigeria, from the point of view of Okojie (2016), he enumerated the mission statement of TET fund to include providing focused and transformative intervention in public tertiary institution in Nigeria through funding and effective project management, provision of funding for educational facilities and infrastructural development; promotion of creative and innovative approach to educational learning and services. The effort of TET fund in various universities in Nigeria for funding, promotion of creative and innovative approach can be reinforced for self-reliant employment in Nigeria.

The goals of technical education also highlighted self-reliance objectives among others that technical education gives training and impact. Technical education provides the necessary skills to the individual for self-reliance economically (FRN, 2013).

National Economic Empowerment and Development Strategy (NEEDS, 2005) report is not just a plan on paper, rather it is a plan on the ground and founded on a clear and workable vision, sound values, and enduring principles. It is a medium-term strategy which derives from the country's long-term goals of poverty reduction, wealth creation, employment generation and value re-orientation. It is a nationally coordinated framework of action in close collaboration with the State and Local governments and in partnership with the State Economic Empowerment and Development Strategy (SEEDS) and other stakeholders to build a solid foundation for the actualization of Nigeria's long-term vision of becoming strongest economy in Africa.

The ability of Nigeria government to realize the vision of becoming one of the twenty largest economy in the whole world by 2020 is largely dependent on the capacity to transform its youth into highly skilled and competent citizens for self-employment and capable of competing globally. A major part of the responsibility for preparing such a workforce rests on the nation's education sector. It is for these reasons that commitment to technical education and TVET must be strengthened for the promotion of self-employment in Nigeria. Numerous unemployed graduates opting for self-employment are faced with unfavorable environment in Nigeria. The unfavorable environment has hampered investment drive of most aspiring self-reliant individual in our nation at the moment because of government policy and enabling infrastructural facilities to set up viable small-scale industry in Nigeria.

Dearth of technical educators' employment could be traced to the poor education system in Nigeria. Educational system in Nigeria does not equip technical educators with the needed practical knowledge and skills required to meet the expected requirements in the world of work. It is expected that the institutions of higher learning should be well equipped to train these technical educators for the society and acquire the necessary skills for the achievement of sustainable development. In a country, there should be promotion of small-scale industry. Government interest in small scale industry will usher in self-employment for graduates of higher institution for achieving sustainable development.

Recommendations

- Government should provide adequate fund for the implementation of technical education in Nigeria.
- Youths should be trained in different trades in technical education to curb unemployment in Nigeria.
- Government, NGO and philanthropic Nigerians should assist to purchase modern equipment and facilities for training of youths in Nigeria.

- The government should establish company for the graduates leaving the higher institutions every year to curb unemployment in Nigeria.
- The acquisition of skills for self-reliant should be encouraged by the government by providing the needed tools, equipment and machine for youths to curb unemployment in Nigeria.

Conclusion

The paper treated relevant issues on unemployment in Nigeria, impact, consequences and equally provided some possible solutions to unemployment. The curbing of unemployment has a lot of social and economic dimensions in Nigeria, unemployment could be resolved in Nigeria with the efforts of government and Nigerian. It is necessary to call for a greater and more purposeful funding and management of fund as well as provision of the needed materials and restructuring technical education in order to achieve the needed objectives and goals in Nigeria. It is desirable therefore that government should concretize and strategize plans to restructure, revitalize and implement technical education program to curb unemployment for achieving sustainable development through global partnership in TVET.

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Essential Employability Skills as Perceived by Employers: Implications for Technical and Vocational Education and Training

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Abstract

Worldwide, employers point to difficulties in hiring skilled workers due to changes in global workplaces, an aging workforce, and mismatch of skills between what new employees have and what employers are looking for. Addressing the mismatch of skills requires an understanding of employability skills required by employers. This study identified: (a) essential employability skills as perceived by employers; (b) ways organizations are addressing workplace skill deficiencies; and (c) implications of skills shortages to technical and vocation education and training (TVET). Data were collected from 35 advisory committee members (industry representatives) using an online survey created from a list of workplace skills developed by SHRM. Strong work ethic; communication skills; initiative; problem solving, and interpersonal skills were among the top employability skills identified. Many employers provide in-house training to equip employees with essential skills. TVET programs are encouraged to utilize advisory committees, establish student organizations, and create partnerships with businesses to provide employees with workplace skills. Suggestions for effective business-education partnerships are provided.

Keywords: advisory committees, employability skills, partnerships, professional development, skill gaps.

Introduction

Worldwide, employers are experiencing difficulties hiring skilled workers (Cappelli, 2015; Dunkling, 2015). In the USA, the percentage of employers reporting difficulty recruiting employees for highly skilled jobs has increased from 61% in 2005 to 78% in 2016 (Matos, Galinsky & Bond, 2016). Even in countries

with low unemployment rates like the USA, currently at 4% (US Bureau of Labor Statistics, 2018), employers also face skill shortages and skills mismatch challenges when hiring new employees (Aring, 2012) skills gaps are constraining companies' ability to grow, innovate, deliver products and services on time, meet quality standards and meet environmental and social requirements in countries where they operate. 1 Closing skill gaps directly impacts improved productivity, employment, and enterprise creation, whether in the formal or informal sector (WEF, p.13. Furthermore, an aging workforce compounds the skill shortages that employers face. It is estimated by 2030, Baby Boomers, who will all be over 65 by then, will outnumber teens and children (Gurchiek, 2018). This situation will result in fewer or entry-level workers available to replace older workers as they transition into retirement. Many new and young employment entrants lack skills employers are looking for (Head, Hoeck, Eschler & Fullerton, 2013).

The 2015 Job Preparedness Indicator survey identified gaps between the skills and traits candidates have and the skills and traits employers seek to fill open positions (Career Advisory Board, 2016). Generally, companies will train their employees who are deficient in certain skills, however, since the concept of *'a job for life'* no longer exists; employers are now reluctant to provide training to their staff (Cappelli, 2012). Companies fear losing trained employees to competitors before accruing benefits of the training. This reluctance to train by companies has placed the responsibility of workforce development on educational institutions (Bhagra & Sharma, 2018), and hence, workplace skill and competency deficiencies are blamed on higher education. Not only do employers expect schools to teach workplace readiness skills, the public also believe that schools should be teaching *soft skills.* A Phi Delta Kappa/Gallup Poll indicated, "more than three in four adults strongly agreed that K–12 schools should teach critical thinking and communication to children" (Lopez & Calderon, 2013, para. 1).

The above expectation behooves educators and employers to question the extent to which schools are adequately preparing graduates for the workplace. An Inside Higher Education 2014 survey (O'Shaughnessy, 2014) found that "96% of university officers believe they are effectively preparing students for success in the workplace" (para. 3) while only 11% of employers "strongly agree that today's college graduates have the skills and competencies their companies need" (para. 2). These results clearly point to at least two factors: (a) higher education is unaware and/or ignoring that its graduates are inadequately prepared for the workplace; and (b) providing an explanation why so many jobs remain unfilled. According to the Organization for Economic Co-operation and Development [OECD], as of July 2018, the United States had 7 million jobs unfilled (OECD, 2018), when there is an unemployment rate of 4% (US Bureau of Labor Statistics, 2018). This situation highlights a skill deficiency problem where available employees lack essential skills needed in a job or undertaking and explains why employers are having challenges to fill the positions. Therefore, to ensure effective use of education and training resources, there is need to establish the skills mismatch by identifying employability skills employers consider essential for the workplace.

As noted by the Society of Human Resource Management (SHRM, 2008), today's workplace has changed and continues to evolve, and workers' skillsets must keep pace with employers' expectations. Workers will need to have employability skills, that is, the skills, attitudes and actions that enable workers to get a job, retain the job, and make meaningful contributions (Robinson, 2000). Finding the nature of the skills mismatch requires an examination of work requirements and what is required to function

effectively in essentially interconnected and interdependent workplaces. The world has become *flat* due to advances in technology (Friedman, 2006), and the workplace has also changed due to political events that have opened many formerly closed societies, promoted free-trade, and expanded multi-national corporations (Parkinson, 2009). Furthermore, workplaces have become heavily influenced by robots and artificial intelligence (AI) technology and require workers who are skilled in such technologies (Krasadakis, 2018). In fact, it is estimated that 375 million workers around the world may need to switch occupational categories and learn new skills, because in about 60% of jobs, about a third of the work can be automated (Dishman, 2017). Therefore, any training program that provides workers with skills should consider workplace requirements and expectations.

There are several efforts aimed at reducing mismatch between employer expectations and the actual skills possessed by prospective employees possess. Two approaches seem appropriate to address skill gap issues: a) an evaluation of current education curriculum and training practices, and b) obtaining input from stakeholders, especially employers.

Literature Review

Employability skills refer to skills, attitudes and actions that workers need to get and retain a job. Although some employability skills and competencies are universal, their importance changes according to geographic region, occupations, and era. For instance, in Botswana, hard work, honesty, punctuality, adaptability, and communication are essential skills (World Bank, 2014). On the other hand, in the USA, work ethic, teamwork, innovation, communication, problem solving, and critical thinking are skills preferred by employers (Burrus, Jackson, Xi, & Steinberg, 2013; Casner-Lotto & Barrington 2006; Zemsky 1997). While technical skills are important in the workplace, most employers desire employees who possess employability skills (SkillsYouNeed.com, 2018).

The Society for Human Resource Management (2008) surveyed human resource (HR) professionals on the importance of various skills/practices for experienced workers and new entrants to the workforce. The HR professionals found adaptability (47%), critical thinking (41%), and leadership (37%) qualities as more important today compared to 2006 (SHRM, 2008). The other skills/practices receiving low rankings were professionalism/work ethic (37%) and teamwork/collaboration (35%). In the same study, employees were asked to rate various skills/practices on the level of importance to their career fields. The skills/practices considered essential were adaptability (60%), critical thinking/problem solving (48%), creativity/innovation (40%), and leadership (40%). The least rated skills/practices included professionalism/work ethic (33%), oral communication (34%), and information technology application (34%).

In support of the idea schools should teach specific skill sets and employability skills, a president of Adecco Staffing US stated, "…schools must integrate both hard and soft skill sets into their curriculum, which in turn will help better prepare candidates and strengthen our country's workforce" (Fledderjohann, 2013, para. 3). This expectation justifies the inclusion of both technical skills and soft skills such as communication, critical thinking, creativity, and collaboration in vocational education and training curriculum. In an article by America's Job Exchange [AJE] Recruiting Specialist, employers

"…want employees who are dependable, trustworthy, and good at their jobs" (AJE, 2014 para. 1). According to the report, employees who are dependable, take personal ownership of their employment including time-management, commitment, and professionalism. At the same time, self-motivated employees have an *inner-drive* to approach new challenges and are able to tackle expected obstacles independently. Other essential attributes employers expect include positive reputation, team player, and positive attitude. Positive reputation involves being trustworthy and having a high-standard work ethic to positively represent the company/organization and brand (AJE, 2014). In general, organizations seek individuals who can work with others by contributing to teams' success and assisting in overcoming challenges and adversity. Lastly, having a positive attitude implies that one can respond appropriately and professionally, even in difficult situations.

The Employability Skills Framework developed by the U.S. Department of Education (2015) defines employability skills as general skills that are necessary for success in the labor market at all employment levels and in all sectors. These skills generally fall into three main categories: (a) effective relationships, (b) workplace skills, and (c) applied knowledge.

According to the framework, effective relationship skills comprise of interpersonal and personal qualities that enable individuals to interact effectively with clients, co-workers and supervisors. Workplace skills are the analytical and organization skills and understanding that employees need to successfully perform tasks. Applied knowledge skills support thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace (see Figure 1). For a description of the nine sets of skills within each of the three categories, see the Employability Skills Framework (U.S. Department of Education, 2015).
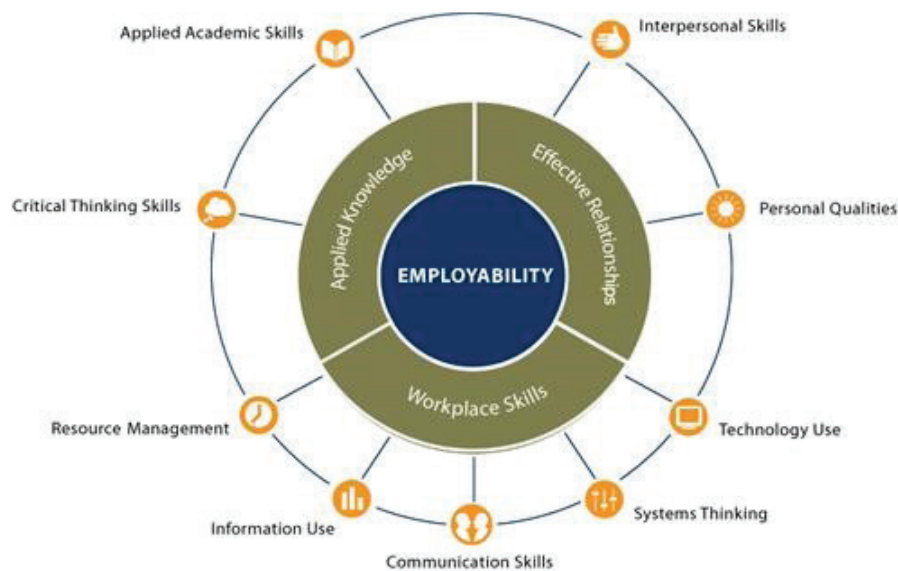
Figure1: Employability Skills framework (Source: U.S. Department of Education, 2015)

Similarly, the SkillsUSA framework emphasizes technical, personal, and workplace skills, which every employee needs to be successful in the workplace. The framework overcomes two major obstacles faced in today's workplace: (a) skilled labor gap, and (b) readiness skills. Considering that many employers are struggling to find technical workers (Umoh, 2017), this framework aims to solve the shortage. For instance, the projected net technical job shortage, that is, unfilled jobs due to shortage of technical talent, is 962,000 by 2030 (Lopez, 2017). The framework also places emphasis on employability skills needed by employees to function in the workplace. For attributes under each of the three groups of skills, see Figure 2.
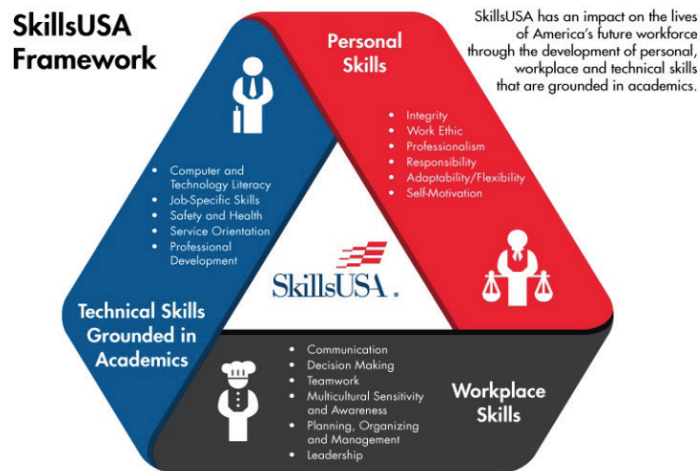
Figure 2: The SkillsUSA Framework (Source: SkillsUSA, 2018)

Overall, the skills rated as most important in the workplace by employers (SHRM, 2008), Employability Skills Framework (U.S. Department of Education, 2015), and the SkillsUSA Framework (SkillsUSA, 2018) were adaptability/flexibility, critical thinking, problem solving, leadership, professionalism/work ethic, teamwork/collaboration, information technology application, communication, and diversity. Most of these skills are non-technical skills, not unique to a particular workplace, and are transferrable. Therefore, new entrants to the workplace should develop these skills if they hope to secure and retain a job. Furthermore, education and training programs need to respond accordingly whenever changes occur in the workplace.

Statement of the Problem

Employers have reported challenges in hiring employees who possess workplace readiness skills, partly because schools are not teaching the skills that labor markets need (Cunningham & Villaseñor, 2016). Ironically, schools are of the opinion that they are doing an excellent job (O'Shaughnessy, 2014).

Businesses should not be struggling to find employees, especially when there are so many unemployed graduates. This situation begs to question if schools know what the employers are looking for? Given all the changes going on in today's workplace due to technological advances, knowing the skills one needs to function effectively in the workplace can be difficult but necessary. Therefore, to ensure that investments in education and training are worthwhile, establishing essential workplace skills employers expect in new employees is necessary. This study sought to:

1. Establish the essential employability skills as perceived by employers;
2. Determine how organizations address workplace skill deficiencies;
3. Identify implications of employability skill deficiencies on education and training.

Method

Data for this study was collected using a researcher-designed online survey, Workplace Readiness Skills. The survey was divided into three sections: (a) demographics, (b) candidate qualities, and (c) employability skills. The list of candidate qualities and employability skills was obtained from Critical Skills Needs and Resources for the Changing Workforce (SHRM & WSJ.com/Careers, 2008). In the candidate qualities section, participants rated selected employee qualities that were important to their organization (on a scale of 1 = not important to 5 = extremely important). In the employability skills section, participants rated employee attributes in new employees (on a scale of 1 = not important to 5 = extremely important).

Thirty-five vocational programs advisory committee members representing the following career fields: health (5), human services (12), education (5), engineering trades (6), and information technology (7) responded to the survey. These members served on advisory boards of programs at a career center (joint vocational school) in northeastern Ohio and were contacted via email and invited to participate in the study. The career center has approximately 375 advisory members affiliated with each of the 26 vocational programs at the school.

Results

Essential Employability Skills

The advisory committee members identified almost all the skills on the Employability Skills Framework as important in new employees. The top workplace skills were (a) strong work ethic (M=4.80; SD=12.47), (b) communication skills-verbal (M=4.40; SD=8.34), (c) initiative (M=4.17; SD=6.78), (d) problem-solving skills (M=4.17; SD=8.09), (e) detail-oriented, and interpersonal skills (M=4.14; SD 10.05 and 7:14 respectively) and (f) organizational ability and flexibility (M=4.06). Though considered important, entrepreneurial skills/risk taker was rated least important (M=2.80; SD=6.44) (see Table 1, for ranking of the employability skills as perceived by employers).

Table 1: Essential Employment Skills as Perceived by Employers

Employability Skills	Mean	SD
Strong Work Ethic	4.80	12.47
Communication Skills (verbal)	4.40	8.34
Initiative	4.17	6.78
Problem-Solving Skills	4.17	8.09
Detailed-Orientated	4.14	10.05
Interpersonal Skills (relates well to others)	4.14	7.14
Organizational Ability	4.06	8.60
Flexibility/Adaptability	4.06	7.80
Friendly/Outgoing Personality	4.00	6.20
Communication Skills (written)	3.89	5.57
Tactfulness	3.82	7.16
Computer/Technology Skills	3.71	5.79
Creativity	3.63	5.83
Leadership	3.57	8.31
Analytical/Quantitative Skills	3.56	8.34
Strategic Planning Skills	3.20	6.60
Entrepreneurial Skills/Risk-Taker	2.80	6.44

How Organizations Address Workplace Skill Deficiencies

With many organizations struggling to acquire qualified workers, the business representatives suggested a few strategies used to address workplace skill shortages, namely: (a) training of new employees, (b) changing hiring and retention practices, and (c) collaboration with TVET institutions.

Although the methods and magnitude of training provided by organizations vary, professional development programs often take the form of seminars/conferences, in-house training programs and webinars. Many organizations, according to the advisory committee members, are taking advantage of technology and offering different forms of training. For skills, which cannot be met through formal training programs, some organizations provide informal training such as on-the-job training, opportunities for employees to learn from established members or mentors (peer-to-peer support systems), and online learning communities.

In addition, many employers have changed their hiring practices, and are allowing employees to stay on beyond their retirement age. Other modifications in hiring practices include conducting thorough job interviews, changing job contracts for new employees, and extending employment contracts for employees nearing retirement. For example, some organizations hire new employees on *contract-to-direct basis* allowing time to observe the candidate's soft skills in action before engaging in a direct hire (Fledderjohann, 2013) or have policies to attract and retain older workers (Gurchiek, 2018).

Lastly, the advisory committee members suggested the use of internships and collaboration with schools to ensure relevance of education and training programs. In support of this approach, Soares (2010) noted: "…the only way to develop curriculum and instruction models that deliver this skill set [employability skills] to large numbers of Americans is for business and education leaders to build collaborations that leverage their combined knowledge of labor markets, skills, pedagogy, and students" (para. 3). These education-industry partnerships often introduce students to all aspects of a profession and provide an opportunity for prospective employers to learn the skills employers need.

Implications of Skills Shortages on Education and Training

The lack of employability skills among new employees is of concern for both employers and higher education. Therefore, finding a solution requires the participation of all stakeholders. To address the skill shortages, technical and vocational education and training programs need to: a) revise curriculum and professional development of TVET personnel, b) utilizing advisory committees, and c) create business-education partnerships.

Revising Curriculum and Changing Training Methods

To produce graduates who can function effectively in the workplace, TVET programs need to emphasize employability skills as part of their curriculum. While workplace skills are part of most vocational education curriculum standards, the extent to which programs emphasize these skills has, for the most part, depended on the grade level, teacher's knowledge and practices of teaching, how teachers follow the curriculum, and the kinds of resources available, among other things (National Research Council, 2012). Therefore, ensuring that skills deemed essential for the workplace are part of curriculum standards is important. Curriculum standards need to be developed with input from advisory committees that have representation from industry, community, and education. The revision of training curriculum also calls for professional development of practitioners tasked with preparing employees for the workplace. These educators/trainers need to understand employer expectations, and they can gain this knowledge through courses/workshops, conferences/seminars, in-service training courses and observation visits to other schools, businesses, or organizations.

One essential curriculum activity for TVET students is participation in career and technical student organizations (CTSO). CTSOs are one element that make up high-quality CTE programs and help students develop academic, technical and employability skills and achieve educational attainment (Association of Career and Technical Education [ACTE], 2011). They enhance student learning through leadership, applied learning, real world application through community service, leadership development, competitive events, and business and industry networking opportunities (NCC-CTSO, 2018). CTSOs essentially give TVET students opportunities to interact with employers as they develop workplace skills. According to NCC-CTSO (2018), students who participate in CTSOs demonstrate increased employability skills, educational aspirations, and are more likely to enroll in post-secondary education. Therefore, every TVET program should incorporate CTSOs. A description of CTSO's affiliated with CTE programs in the US, is available at: http://www.ctsos.org/wp-content/uploads/2014/02/CTSOTrifoldNoMembership.pdf.

Advisory Committees

The use of advisory committees is another strategy to ensure TVET programs develop the right workplace skills. In general, advisory committees assist TVET programs by suggesting authentic learning experiences for students through mentoring, job placement, guest speaking engagements, donations, scholarships, as well as support for CTSO's. It should be noted that advisory committees are merely sounding boards and therefore, do not give directives to TVET programs. However, ignoring their advice would be disastrous since they represent the employers and know what skills are needed in the workplace. In addition to advisory committees, another way of developing workplace skills is through business-education partnerships.

Business-Education Partnerships

The respondents identified business-education partnerships as a solution to solving the skill deficiencies in the workplace. These partnerships take various forms, such as school-to-work transition programs and internships. According to The Canadian Chamber of Commerce (1992), business-education partnerships may:

> Involve entire school boards and hundreds of students. Other partnerships pair private partners with a single class or individual students. Business-education partnerships serve business and industry by providing activities such as in-service training to employees, use of facilities, student-directed projects, software development or marketing research. They also serve to strengthen instruction in academic skills and to enrich the educational process through the talents and ideas of the personnel of participating businesses to address the local labor market demand (p. 13).

This strategy is a win-win for industry, educators, and students. As noted earlier, these partnerships are an excellent strategy to provide workplace skills to prospective employees and opportunities to share resources such as equipment and other non-cash resources. Employers will have direct input in the student training and will have confidence in knowing that graduates of TVET programs have the skills employers require. Students of such partnerships will have an advantage over other students who lack expected workplace skills. Examples of school-industry partnerships include:

> *Lincoln Electric Education Partner Schools (LEEPS).* According to Lincoln Electric (2018), LEEPS is a multi-tiered program that teaches welding instructors at every level of education – from junior high school to technical college and beyond. In each track, participating schools earn Lincoln Electric certification and other benefits by meeting specific program requirements. LEEPS keeps instructors current and relevant within the welding industry. For more information, visit: https://education.lincolnelectric.com/leeps-program/.

> *Kentucky Federation for Advanced Manufacturing Education (KY FAME)*: This is a partnership between Toyota Bluegrass Community and Technical College (Georgetown campus) to offer a

manufacturing technician career pathway, coupled with the delivery of behavioral and technical competencies (see Leveridge, 2016 for more information on the partnership).

Discussion

All workplace skills data available for ranking were considered essential; however, members of the advisory committees identified strong work ethic, communication skills, initiative, and problem solving as most important. Although technical skills were considered essential, they were not at the top of the list. Only three medical-related organizations cited technical skills as essential. Overall, most of the essential workplace skills identified were soft-skills. Downplaying the importance of technical skills, one advisory member said, "There isn't much I can do with an employee who might be skilled but does not show up for work or cannot pass a drug test." Additional comments by the committee members reflect the importance of all the skills listed. For instance, one member said:

> The items listed above [in the survey] that are to be put in order from one to ten are not a fair assessment of important qualities. Every single one of the qualities is important. There is almost not one quality that I would consider more important than another. I feel that without these qualities you do not have a very good employee.

In the past, employers have lamented over the poor work ethic displayed by new employees and considered them "entitled" and "unrealistic" (Andersen, 2016). One employer's comment highlighted the concern; "I'm very concerned about the lack of work ethic... in young employees." In response to the poor work ethics in the workforce, Eric Chester (2012) composed *The Entitlement Creed* based on input from more than 1,500 employers throughout North America. The *Entitlement Creed* (also on YouTube) highlights employers' expectations:

> I am an employer, and I am entitled. I am entitled to you arriving here to the job on time, each day, ready to work until the last minute of your shift. I am entitled to you being positive and enthusiastic as you approach the tasks you are assigned, regardless of what they are, or anything that may have happened to you before you arrived at work. I have no right to choose how you look, dress, or communicate in your personal life. However, while you are at work, I am entitled to you being a professional, and acting and speaking like one. Showing up dressed and groomed in a way that best represents this organization and the image we need to project to the world (p.21).

Considering that businesses must be profitable to retain employees, these expectations set by the employers are realistic. In addition, Chester (2012) recommends all employees to bring their "A" Game to Work: Attendance, Appearance, Attitude, Ambition, Acceptance, Accountability, and Ambition. These attributes are what makes an excellent employee, and that is not too much for employers to ask for.

The ability to communicate was another important skill that employers identified. While most millennials are tech-savvy by virtue of being born around technology (Smith, 2017), not every millennial is interested in technology and computers. With both digital natives and digital immigrants (Prensky, 2001) in the workplace, communication between the two groups can be a challenge. The absence of

one-size-fits-all digital communication systems and employees that favor multiple tools such as differ-ent apps or software creates communication challenges (White, 2016). Apart from knowing how to use the communication technologies, users need to be aware of good manners when using technology. In addition, employers complain about employees' poor oral and written communication. One advisory committee member made this observation: "Some of our education candidates cannot write complete sentences, don't know grammar, or how to speak grammatically correct … this is disheartening, and I worry about if these candidates get hired and have to communicate with our customers."

Overall, the essential workplace skills seem more focused on soft skills than technical skills. While strong technical skills are important in the workplace, many problems result from lack of employability skills. In his book, *Reviving Work Ethic*, Chester (2012) nicely sums up the issue:

> But if your young associate doesn't show up for work or arrives for his shift wearing a bath robe and flip flops or smuggles a few items from your inventory in his coat on his way out, his impressive skill set is not going to offset the negative impact he has on your bottom line (p.21).

Therefore, employees need to take workplace skills seriously or risk being terminated or deemed unemployable. As one employer stated, "If only they [employees] can pass a drug test and show up for work, I can do something with them." The Employability Skills Framework and the SkillsUSA Frame-work are useful sources of essential workplace skills.

In addition to training and changing hiring practices or contracts as strategies to deal with skill shortages, business-education partnerships are becoming common. To ensure successful business-edu-cation partnerships, Baron (2010) offers the following seven tips: (a) find partners with a shared vision and goals, (b) remember that leadership matters, (c) get creative with money and donations, (d) get it in writing, (e) establish ongoing supervision and communication, (f) make a commitment for the long haul, and (g) be patient, it doesn't happen overnight.

Conclusion and Recommendations

Worldwide, employers face challenges in finding employees who possess workplace skills. This study, as well as the Employability Skills Framework and the SkillsUSA Framework, identified essential workplace skills that employers desire in prospective employees. To address the current skill shortages, there is need for collaborative efforts between stakeholders, especially, education and industry. While businesses can continue to use the means at their disposal to address skill shortages, such as changing hiring practices and offering on-the-job training to employees, an examination of how TVET programs prepare workers in necessary. Among the strategies TVET can take to address the skill shortages are: i) utilizing advisory committees, ii) curriculum revisions, iii) professional development of TVET practitioners, iv) changing pedagogical practices to incorporate existing technologies, and v) creation of business-education part-nerships. To justify the existence of TVET programs, it is essential that TVET continue to be of service to businesses by producing employees who possess the required employability skills.

To address skill shortages, this study makes the following recommendations for TVET:

1. Utilize existing workplace skills frameworks and input from advisory committees to design education and training materials. In addition, provide professional development to TVET practitioners who deliver the education and training programs.

2. Whenever possible, TVET students to participate in activities such as career and technical student organizations for development of leadership and workplace skills.

3. Develop business-education partnerships to ensure the skills provided in TVET programs are what employers desire in prospective employees.

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Industrial partnership with TVET Institutions: Panacea for Youth Unemployment Challenges in Rivers State, Nigeria

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Abstract

Youth unemployment is the most disturbing problem confronting the Nigerian society as it filters in other challenges like restiveness, insecurity, poverty and increased crime rate. Industries within the state seem to neglect TVET which could ameliorate to the condition. From 130 Lecturers and 70 Technologists, the study investigates the involvement of industries in TVET and its influence on youth employment in Rivers State. Specifically, the prevalent unemployment challenges and expected palliatives that such partnership should provide is being probed. Instrument for data collection was a 28-item questionnaire titled" Industrial Partnership with TVET Institutions for Youth Unemployment Challenges Questionnaire". Mean, simple percentage and standard deviation were used to answer three research questions. Findings revealed that youth restiveness, increased poverty, female prostitution, insecurity and increased crime rate are prevalent youth unemployment challenges and Industries partner with TVET institutions in Rivers State to a low extent. Conclusions were made that unemployment challenges exist and industries were yet to partner sufficiently with TVET Institutions in Rivers State. Among others, recommendations were made that industries operating in Rivers State should install and improve partnership with TVET institutions by providing industry-based experiences for trainers and trainees.

Keywords: Industrial Partnership, TVET, Youth unemployment challenges.

Introduction

In the Nigerian society, youth unemployment has been regarded as the most disturbing problem fighting against the development because beyond crippling the economy, it has paved way for other challenges like youth restiveness, insecurity, growth in poverty and increased crime rate. Ome-egeonu and Kinikanwo (2014) observed that youth unemployment was an unwanted social trend that has aggrieved

youths and geared them towards crime. Implying that unemployment in Nigeria has boosted crime. Okwelle and Amaechi (2017) blamed youth unemployment for poverty and insecurity in Rivers State. When youths are unemployed, idle and needy, they seem easily lured into crimes that may have been avoided if they had meaningful activities, giving them a source of livelihood, but in the absence of such activities, out of frustration, most of them venture into gruesome crimes. Youths have taken to crime as a means of getting their own share of the National cake, giving rise to chrome cases of youth restiveness in virtually the entire nation with particular reference to Rivers State. Ome-egeonu and Kinikanwo (2014) recorded that in Rivers State three youths were reported killed in Bodo city and twelve in Okirika.

The challenges of youth unemployment Nigeria have attracted researchers and the list of challenges and consequences are similar. Afujo (2013) opined that youth unemployment in Nigeria gave rise to militancy, violent crimes, kidnapping, restiveness and political instability. Adejumola and Tayo-Olajubulu (2009) earlier averred that unemployment was the major cause of armed robbery, destitution, prostitution, political thuggery and kidnapping. Most worrisome is that, these vices seem to be on the increase and becoming sophisticated and enjoying peculiarities in Rivers State. Ome-egeonu and Kinikanwo (2014) revealed that Kidnappers in Rivers State had camps and leaders that dialogue constantly with the government; they kidnap and come out from the creeks (hideouts) to collect their ransoms without putting masks on their faces, this is a height of its sophistication. One would wonder how this evil began and how could it be ameliorated.

Rivers State is an oil and agricultural producing state of Nigeria, situated in the Niger- Delta Region. Currently, there are 23 Local Government Area and various tribes among which the major tribes are: the Ogonis, the Ikwerres, and the Kalabaris. The Ogonis and Ikwerres referred to as up landers were predominantly farmers while the Kalabaris also called riverine were fishermen. Port Harcourt the capital of Rivers State and often referred as the garden city of Nigeria is the economic nerve center of the state and also the most populated, because its natural endowment attracted job seekers and investors from other states and countries. Rivers State hosts both multinational and indigenous companies/industries, some of these industries include Chevron, Agip, Exxon Mobil, Shell Petroleum Development Company, NNPC, Eleme Petrochemical, Belema Oil, Julius Bergar, Sectraco Construction, Flour Mills to mention but a few. Apart from Port Harcourt the capital city, other Industrial zones of Rivers State that complement the hosting of industries include Eleme, Onne and Trans Amadi Industrial Lay out. Despite, the fact that Rivers State plays host to all these industries, very little is known about how these industries partner with TVET to lessen the challenges of unemployment in the state.

TVET is the basic weapon with which unemployment and its challenges could be brawled. Former President of Nigeria, President Olusegun Obasanjo remarked that TVET was the most effective means of empowering the citizenry to stimulate sustainable national development, enhance employment, improve the quality of life, reduce poverty, limit the incidence of social vices due to joblessness and promote a culture of peace, freedom and democracy (Federal Ministry of Education-FME, 2000). TVET is a practical training for skills for self-employment and paid employment. TVET produces skilled manpower for industries. Dokubo (2017) asserted TVET had the potency to reduce skill shortage in Nigeria. It is however pathetic that Nigerians travel outside the country to buy products and invite ex-

perts to render services for which technical and vocational education trained individuals would have provided, but there seems to be gaps. Despite the contributions and potential additional value of TVET to the economy, TVET seem to be suffering neglect in the Nigerian Society. Oviawe (2018) posited that technical and vocational education has been perceived as a career path for the less academically endowed. This could be the reason the government, individuals and industries play down on TVET. In Delta State, Ayonmike, Igberadja, Igberaharha and Okeke (2015) revealed that despite the abundance of industries, partnership of industries with TVET institutions were hard to come by. TVET has not been adequately explored and attractively showcased to attract trainee, whom on graduation would make meaningful contributions in provision of goods and services.

Mends-Brew and Dadzie (2016) described TVET as the education aimed at providing graduates with practical knowledge and skill required at workplace. Federal Ministry of Education (2000) re-corded that TVET, with its relevant practical training component, holds the key to Nigeria becoming technologically relevant and internationally competitive in the world market. Unlike the general educa-tion that trains the head, TVET trains the head, the hands and the heart. TVET refers to a variety of learning skills which are applicable to the world of work. Chukwumerjje (2011) saw TVET as the hinges and bolt of the economy. TVET can take its pride of place only when properly funded and managed to produce quality manpower in the industry. The crux of TVET is when its graduates are off the streets either self-employed or gainfully employed. Shiba (2015) asserted that TVET is a decisive instrument for youth to participate in the workforce and to improve their living conditions and social status. Train-ing is like the foundation of TVET but the completion is the usability of the training. TVET graduates should be mentored and absorbed into industries as employees or supported to kick off business outfits in order for the training not to waste and social vices continue. Okwelle and Amaechi (2017) mentioned that the end of TVET, which is youth engagement, diverts their attention from lawless activities. Indus-tries within Rivers State could partner with institutions to ensure engagement of graduates. This would better the lot of the state by reducing unemployment challenges and creating peace within, but how involved are industries in mentoring, monitoring and supporting TVET enrollees in Rivers State.

Dokubo (2017) observed that TVET systems in Nigeria found themselves unable to provide the needed skills required by the industry. This could either be because the industries are not involved in the training processes to intimate the trainers on current industry requirements or lack of training re-sources. Considering the fact that TVET trainings are practical based, it requires a lot of external inputs to be successful; constant touch with various industries, provision of right quality and quantity of learn-ing materials and environment, and the government as the only ally with institutions may not bring the best out of TVET, involvements in form of partnership with industries are required.

Industrial Partnership could imply the involvement of industries such that responsibilities, invest-ments and benefits could be shared. Ayonmike et. al, (2015) saw industrial partnership with TVET as the involvement of industries in the development, financing, ownership, and or operation of TVET institutions. Egbewole (2011) added that in such partnerships, resources are pooled and responsibilities divided so that the partners' efforts are complementary. The essence of industrial partnership to TVET institutions is to provide valuable practical experience for trainers and trainees in the institutions and

understand the needs of industry. TVET institutions cannot fruitfully play this role of providing high quality manpower with advanced skills if it operates in sequestration of the operating industries that require skilled workers. TVET institutions must establish collaborative linkages with these industries that require their graduates. Such linkages on a well molded partnership terms will surety quality skill and smooth transition from school to work.

Theoretical Framework

In this work, the theory of academic capitalism by Slaughter and Rhoades (2004) applies. The theory is based on the premise that education and training was initially a nonprofit making organization largely dependent on government. As time passed and government influence and funding was decreased, these institutions and programs within it such as TVET had to reinvent themselves and depend more heavily on other sources of funding and development such as private and industry funds. Educational institutions have slowly separated their enterprises from state and federal government and have become closer and more connected to the market. Knowledge has become a commodity that can be extracted, manufactured, and sold as a private good.

The implication of this theory is that TVET institutions are nonprofit making organizations that largely depended on government but as time goes on, government influence and funds should reduce and these institution should tilt themselves towards industries for updates in curricula, technology and funding. The end product is the knowledgeable students who have been extracted refined in TVET training and sold back to industries. Within and after the training period, unemployment challenges are halted.

Statement of the Problem

The challenges of unemployment in Rivers State has not been different from the challenges experienced in other states. Nwigbo and Imoh-Ita (2016) analyzed the increase in crime rate in the Niger Delta states as it relates to unemployment and found that crime intensity was also high in Bayelsa State, but the concern for Rivers State is that crime mode and intensity seem to be increasing. Most researchers have blamed the high crime rate on unemployment, others posited that some of the crimes were not committed by Rivers indigenes, rather the industries in Rivers State have attracted investors and job seekers from other states and when unable to lay their hands-on meaningful ventures, they take to crime. Agiobenibo (as cited by Ome-egeonu and Kinikanwo, 2017) affirmed that youth restiveness in Rivers State has taken a different dimension, as criminals from other neighboring states come to perpetrate the crime, hiding under the auspices of Niger Delta militias.

Very little seem to be known about the extent industries partner with TVET institutions in Rivers State, especially with the intention to curb unemployment challenges. In Delta State, Ayonmike et al.

(2015) found out that partnership between TVET institutions and industries does not exist. Also in Rivers State, Dokubo (2017) observed that most TVET teachers have academic degrees and no industry-based experiences whatsoever. These findings gave rise to certain questions of ascertaining what the case is in Rivers State. What are the prevalent youth unemployment challenges in Rivers State? To what extent do industries partner with TVET institutions in Rivers State? In what other ways could industrial partnership with TVET institutions be expressed?

Purpose of the Study

The study, therefore, probes the involvement of industries in TVET programs and its influence on youth employment challenges in Rivers State. Specifically, the study intended to:

1. Determine the prevalent youth unemployment challenges in Rivers State as perceived by TVET lecturers and technologists.
2. Determine the extent to which industries partner with TVET institutions as perceived by TVET lecturers and technologists, and
3. Determine the expected palliatives that industrial partnerships should provide for TVET institutions as perceived by TVET lecturers and technologists.

Research Questions

The following research questions were posed to guide the study:

1. What are the prevalent youth unemployment challenges in Rivers State as perceived by TVET lecturers and technologists?
2. To what extent do industries partner with TVET institutions as perceived by TVET lecturers and technologists?
3. Determine the expected palliatives that industrial partnerships should provide for TVET institutions as perceived by TVET lecturers and technologists?

Method

The design of the study was a descriptive survey. The study was carried out in Rivers State. As at the time of this study, Rivers State was regarded as the second highest unemployment state in Nigeria. The population of the study comprised the TVET Lecturers and Technologists in the three tertiary technical institutions in Rivers State. This included Rivers State University, Ignatius Ajuru University of Education and Federal College of Education (Technical) Omoku, Rivers State. The sample size of the study was 130 TVET lecturers and 70 technologists selected through purposive sampling method. The instrument for the study was a 28-item questionnaire divided into three parts titled "Industrial Partnership with TVET institutions for unemployment challenges Questionnaire" (IPTVETIUCQ) structured in

the 4-point rating scale and checklist. Responses on sections 1 and 2 were rated on a four point rating scale of 4 Very High (VH), 3 High (H), 2 Low (L), 1 Very Low (VL) and Very High Extent (VHE), 3 High Extent (HE), 2 Low Extent (LE), 1 Very Low Extent (VLE), with cut of mean of 2.50. The instrument was faced and content validated by three experts in the Department of Vocational and technology Education and Business Education, Rivers State University, Port Harcourt. The reliability of the instrument was determined through Cronbach Alpha reliability coefficient method for measuring of internal consistency of the instrument. A total of 10 respondents who were not part of the sample were used in testing the reliability of this study. The reliability coefficient of 0.83 was obtained. Copies of the instrument were administered and retrieved by the researchers at the spot. Percentages, mean and standard deviation were used to answer the research questions.

Results

Research Question 1: What are the prevalent youth unemployment challenges in Rivers State as perceived by TVET Lecturers and Technologists?

The results in Table 1 reveal that youth restiveness is highly prevalent in Rivers State as evident in the mean response of 4.00, increased poverty and female prostitution are also unemployment challenges, highly prevalent in Rivers State as evident in the mean responses of 3.80 and 3.25 respectively. Also from the table, insecurity and increased crime rate are highly prevalent unemployment challenges in Rivers State as manifest in the mean responses of 3.20 and 3.19 respectively. Increased school dropout as an unemployment challenge was lowly prevalent in Rivers State as shown in mean response of 1.93

Table 1: Shows the responses on prevalent youth unemployment challenges in Rivers State as perceived by TVET lecturers and Technologist.

S/N	Item Statement: The following unemployment Challenges are prevalent in Rivers State	VH	H	L	VL	N	M	S.D	RMK
1	Youth Restiveness	200	0	0	0	200	4.00	0.00	H
2	Increased Poverty	160	40	0	0	200	3.80	0.40	H
3	Female Prostitution	50	150	0	0	200	3.25	0.43	H
4	Insecurity	40	160	0	0	200	3.20	0.40	H
5	Increased Crime rate	38	162	0	0	200	3.19	0.39	H
6	Increase in School drop out	28	32	38	102	200	1.93	1.11	L
	Grand mean						3.23		H

Research Question 2: To what extent do industries partner with TVET institutions in Rivers State as perceived by TVET Lecturers and technologists?

The results in Table 2 shows that industries partner with TVET institutions in Rivers State to a low extent as evident in the grand mean of 1.79. The advertising, agricultural, automobile and banking industries have mean responses less than the 2.5 cut off. The construction, electronic, furnishing oil and gas industries also show low extent of partnership with TVET institutions in Rivers State as evident in mean responses of 1.81, 1.82, 1.83, and 1.81 respectively. Table 2 further reveals that paint, power, publishing, telecommunication, textile, tourism and transportation industries partner with TVET institutions to a low extent as evidenced in mean response of 1.81, 1.87, 1.81, 1.81, 1.81, 1.81 and 1.81 respectively.

Table 2: Shows the response of TVET Lecturers and Technologists on current industrial partners of TVET institutions

S/N	Item Statement My school have partnership with the following industries:	VHE	HE	LE	VLE	N	M	S.D	RMK
1	Advertising	0	0	62	138	200	1.31	0.46	LE
2	Agricultural	0	39	161	0	200	2.20	0.40	LE
3	Automobile	0	0	193	7	200	1.97	0.18	LE
4	Banking	0	0	81	119	200	1.41	0.49	LE
5	Construction	12	8	110	70	200	1.81	0.77	LE
6	Electronics	12	8	111	69	200	1.82	0.77	LE
7	Furnishing	13	7	112	68	200	1.83	0.78	LE
8	Oil and Gas	12	8	110	70	200	1.81	0.77	LE
9	Paint	12	8	110	70	200	1.81	0.77	LE
10	Power	12	8	122	58	200	1.87	0.75	LE
11	Publishing	12	8	110	70	200	1.81	0.77	LE
12	Telecommunication	12	8	110	70	200	1.81	0.77	LE
13	Textile	12	8	110	70	200	1.81	0.77	LE
14	Tourism	12	8	110	70	200	1.81	0.77	LE
15	Transportation	12	8	110	70	200	1.81	0.77	LE
	Grand mean						1.79		LE

Research Question 3: What are the expected palliatives that industrial partnerships should provide for TVET institutions as perceived by TVET Lecturers and Technologists?

Table 3 reveals that industry-based experiences for trainees and trainers are expected palliatives that TVET institution benefit from industrial partnership as evident in the 100 percent Yes responses. Other palliatives that industries should avail TVET institutions include provision of industrial equipment, update on current industrial requirement, scholarships for trainees and trainers, employment of

TVET graduates, grants for business kick off, monitoring and mentorship of budding TVET graduate businesses. These are evident with the 100 percent yes responses seen on table three.

Table 3: Shows the responses on the expected palliatives that industrial partnerships should provide for TVET institutions as perceived by TVET Lecturers and Technologists?

S/N	Item Statement Industrial Partnership should provide the following Palliatives TVET institutions	YES	NO	Total	% YES	% NO
1	industry-based experiences for trainers and trainees	200	0	200	100	0
2	Instructional Equipment	200	0	200	100	0
3	Update on current industrial Requirement	200	0	200	100	0
4	Scholarship for trainees/trainers	200	0	200	100	0
5	Employment of TVET graduates on graduation	200	0	200	100	0
6	Grants for business kick off	200	0	200	100	0
7	Monitoring and Mentorship of budding TVET graduate Businesses	200	0	200	100	0

Discussion of Findings

The result of the study shown in Table I reveals that the TVET lecturers and technologists rates youth restiveness, increased poverty, female prostitution, insecurity, increased crime rate as highly prevalent unemployment challenges in Rivers State. This finding agrees with Nwigbo and Imo-Itah (2016) who revealed that increased crime rate, female prostitution and insecurity were unemployment related crimes that were predominant in Rivers, Bayelsa and Akwa-Ibom states. Okwelle & Amaechi (2017) also found that insecurity and increased crime rate were very high in Rivers State and it was a result of unemployment.

Data presented in Table 2 shows that industries in Rivers State partner with TVET institutions to a low extent. This finding is similar to Ayonmike et al. (2015) who found that in Delta state, Industrial partnership with TVET institutions does not exist.

Results presented in Table 3 shows all the respondents accepted that industry-based experiences for trainers and trainees, provision of Instructional Equipment and Update on current industrial Requirement are benefits TVET Institutions should receive from partnering with industries. Scholarship for trainees/trainers, employment of TVET graduates on graduation, Grants for business kick off and Monitoring and Mentorship of budding TVET graduate businesses are other expected palliatives that industrial partnership should avail TVET institutions. This finding agrees with African Development Fund (2006) who posited that industries are to partner with TVET institutions and ensure that TVET curricula and teaching methods are up to date and relevant to the need of the industries. The African Development fund amongst other palliatives mentioned that provision of ample opportunity for trainees and trainers to have better industrial experience and grant them access to latest technology and practices.

Conclusion

Based on the findings of this study, it was concluded that youth restiveness, increased poverty, female prostitution, insecurity and increased crime rate are youth unemployment challenges prevalent in Rivers State. Industries partner with TVET institutions in Rivers State to a low extent, however if industrial partnership with TVET institutions improves and manifests in provision of Instructional Equipment, update on current industrial requirement, employment and grants for TVET graduates, it could reduce the intensity of the listed unemployment challenges.

Recommendations

The following recommendations are pertinent:
1. TVET institutions in Rivers State should reach out to industries operating in the state for improved partnership
2. Industries operating in Rivers State should install and improve partnership with TVET institutions by providing industry-based experiences for trainers and trainees, update TVET institutions on current industrial requirements and grant scholarships to TVET trainers and trainees
3. The Government of Rivers State should enact policies that compel industries operating in Rivers State to partner with TVET Institutions.

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Practitioner Articles

Career Pathways: An Integrated Approach to Meeting the Needs of Students and Employers

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Abstract

With unemployment at its lowest level in decades, the U.S. is currently experiencing a shortage of trained workers, and this shortage is magnified in the state of Wisconsin where the unemployment rate is 2.9 percent. To address this situation, the Wisconsin Technical College System, a post-secondary education system comprised of 16 colleges, worked with employers to design and implement career pathways across the state. Career pathways offer an efficient, student-centered approach to education and training by identifying and aligning valuable learning options. A career pathway can be defined as a series of connected education and training experiences that enable individuals to secure industry relevant certifications and obtain employment within an occupational area. After each stage of the pathway, an individual may opt out to join the workforce. Building and sustaining meaningful career pathways requires dynamic collaboration across the colleges and robust employer engagement.

Key words:

Introduction & Background

Unemployment in the United States is currently at four percent according to the U.S. Department of Labor (Bureau of Labor Statistics, 2019). With unemployment at its lowest level in decades, the U.S. is currently experiencing a shortage of trained workers across sectors. This worker shortage is magnified in the state of Wisconsin where the unemployment rate is less than three percent (Schmid, 2018). According to a recent survey by the Society for Human Resource Management, seventy-five percent of human resource directors believe there is a skills shortage among workers and job candidates, and more than eighty percent of human resource directors have difficulty finding qualified candidates for full-time positions. More than half of the respondents stated that the skills gap has worsened or greatly worsened over the past two years (Society for Human Resource Management, 2019).

According to the study, the greatest employee shortages in the United States are in the following areas: 1) nursing and other health professions, 2) scientists and mathematicians, 3) skilled trades, such as electricians, carpenters, machinists, mechanics, welders and plumbers, 4) engineers, 5) information technology specialists, such as IT analysts, software developers, programmers and database administrators, 6) managers, and executives, 7) highly-skilled technicians, 8) transportation, including drivers, 9) building construction and 10) community and social service workers, such as counselors, therapists and social workers.

To address this situation, the Wisconsin Technical College System (WTCS), a post-secondary education system comprised of 16 colleges serving more than 300,000 learners each year, worked with employers to design and implement career pathways throughout the state. Career pathways offer an efficient, student-centered approach to education and training by identifying and aligning valuable learning options. A career pathway can be defined as a series of connected and sequenced courses and other education and training experiences that enable individuals to secure industry relevant certifications and obtain employment within an occupational area. The career pathway also provides a clear roadmap for individuals who desire to complete higher levels of education, immediately or after spending some time working in a field (Wisconsin Technical College System, 2019).

For example, a career pathway in nursing may include a three-week program that leads to nursing assistant certification, a one-year program that leads to licensed practical nurse certification, and a two-year program that leads to an associate degree and registered nurse certification. An individual who completes the two-year program may transfer to a university to complete a bachelor's degree in nursing, and after years of gaining experience in the health care sector, may go on to complete a master of science degree in nursing or a more specialized advanced program such as nurse practitioner or nurse anesthetist.

After each stage of the pathway, an individual may opt out with a credential necessary to join the workforce. In addition to health care, career pathways also exist for business, construction, human services, information technology, manufacturing, transportation and the skilled trades, including machining and welding. Courses are delivered at each college as well as online and through video teleconferencing. In addition to courses, career pathways also include student support services and experiential learning through internships, apprenticeships and clinical experiences. Building and sustaining meaningful career pathways requires dynamic collaboration across the colleges and robust employer engagement.

Developing & Refining Career Pathways

To assist each institution in developing and refining career pathways, the WTCS has developed several resource materials. The WTCS Career Pathways Assessment Tool was designed to help an individual college build career pathways. It is recommended that this assessment be undertaken by a team of individuals from the college including faculty, curriculum designers, student service providers, as well as academic administrators. According to the assessment tool, there are 10 essential components for building career pathways: 1) a comprehensive career pathway as described above, 2) multiple entry points, 3) multiple exit points, 4) support services within and beyond the classroom, 5) a marketing, promotion

and recruitment plan, 6) a student re-engagement plan (for students who exit a pathway), 7) a credit for prior learning plan to expedite student progress, 8) workforce opportunities including internships, apprenticeship and clinical experiences, 9) data to track completers and their success in the workforce, and 10) a graphic illustration of the full pathway including entry and exit points (DuBenske, 2019).

Students may enter the pathway at the first course of the program. However, other entry points may include "dual credit" high school courses where students can earn both high school and college credits. Students who need additional support before entering the first courses in the pathway may enter through supplemental programs, including adult basic education for students who did not complete high school, English language courses for students who speak other languages, and developmental education, particularly in mathematics, if math courses and competencies are required in the pathway. Each college needs systems, processes and policies to monitor student progress and for faculty to alert students and administrators when students are at risk of falling behind due to attendance issues or other problems.

As students continue in their courses, it is important that they are provided with support services including textbooks and library resources, academic and career advising, study skills training and tutoring. Students who are determined to be "at risk" of falling behind or failing, as well students with disabilities, may require additional support or other accommodations. It is also helpful for the college to have connections with community and employer partners to assist students with additional "wrap around" support services including financial aid, scholarships, childcare, transportation and health care. Students who graduate with an associate degree are offered assistance in joining the workforce or in transferring to a university. Both employment rates and transfer rates are tracked by the WTCS.

Wisconsin is not the only state to adopt the career pathways model. As unemployment rates remain low and skilled worker shortages persist, the model is being implemented across the country, and its effectiveness in addressing education and workforce development issues is being discussed and evaluated. Although models vary from state to state, there is a level of agreement in practice relative to the definition of career pathways approaches at the program level. The most common models operate in the health care sector, provide short-term education and training opportunities and are led by community colleges (Sarna & Strawn, 2018). Because these models involve collaboration among educational institutions, employers, workforce development agencies and other government and non-profit entities, the most pressing challenges in implementing these models are funding and sustainability (Sarna & Strawn, 2018). Other challenges include attracting and retaining students during times of low unemployment, identifying academically qualified and experienced faculty to teach in highly specialized courses and aligning policies, ranging from credit transfer to financial aid, to support implementation of these models.

Overall, evaluation studies of these models are encouraging with career pathway participants demonstrating increased earnings and better educational outcomes than comparison groups, including those participants with barriers to training and employment (Harmon, 2018). The improved educational outcomes were demonstrated in basic skills and vocational certificates, as well as in college courses. Job related outcomes also improved, including greater employment and employee retention for career pathway participants. It should be noted that most of the studies conducted to date have focused on the short-term employment results for participants in health care, information technology and manufacturing (Harmon, 2018).

It is also important to understand that career pathways are a relatively new educational initiative, and few large evaluation studies have been conducted. At this time, there is limited information on the effectiveness of system-level initiatives, such as the WTCS, and limited research on the impact of the specific pathway components (Harmon, 2018). It is important that program administrators go beyond tracking student completion, employment and transfer rates and collect all of the data needed to measure the impact of career pathway initiatives in improving educational and employment outcomes for students.

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Overview of Emotional Intelligence as a Leadership Quality for Enhancing Effective Administration of Industrial and Technology Education Program

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Abstract

This paper gives an overview of emotional intelligence as a leadership quality for enhancing effective administration of industrial and technology education program. The paper explores the relationship between intelligence quotient and emotional intelligence. The elements and role of emotional intelligence in leadership as well as the importance of emotional intelligence skills at workplace. The barriers to building emotional intelligence skills were also captured. The major ways to improve emotional intelligence in a leader was also reviewed. Based on the issues reviewed, it was recommended among others that: appointment and nomination of administrators of industrial and technology education program should be based on adequate possession of the five pillars of emotional intelligence necessary for successful leadership. Selection of leaders in industrial and technology education program should be based on merit and not man-know-man basis. Also, potential leaders of industrial and technology education program should have clear understanding of emotional intelligence and its application in the workplace.

Keywords: Emotional intelligence, Leadership, Administration, Industrial and technology education program, Intelligence quotient.

Introduction

An Industrial and Technology Education (ITE) program at a university is designed to train vocational and technical teachers to teach effectively in technical vocational education and training (TVET) institutions as well as to function effectively as skilled technicians in the industries. The National Policy on Education (FRN, 2013) described TVET as a comprehensive term referring to 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 occupations in various sectors of economic and social life. Specifically the National Policy on Education (FRN, 2013) stated that the goals of TVET shall be to: provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical level; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the necessary skills to individuals who shall be self-reliant economically. The TVET teachers are basically trained through the Industrial and Technology Education (ITE) program.

The aim of establishing ITE program is to train individuals to equip them with teaching skills and technical skills in specific occupational area of specialization to enable them function effectively as Vocational and Technical teachers at TVET institutions (technical colleges, vocational schools, training centers among others) as well as skilled technical personnel in industries. One of the objectives of the ITE program is to produce qualified skilled technical teachers to enhance implementation of effective TVET programs in Nigeria. The specific occupational area of specialization covered by ITE program in most tertiary institution in Nigeria include: Automobile Technology, Building Technology, Electrical /Electronics Technology, Metalwork Technology as well as Woodwork Technology. The ITE program is called different names depending on the institution such as Vocational and Technical Education or Technology Education. Despite the change in nomenclature from one higher institution to the other, the basic objectives of the program remain the same.

Specifically, the objectives of the ITE program according to ITE Departmental Handbook (2019) are to:

1. Develop a department of repute for training graduate and postgraduate students that are employable, enterprising and self-reliant.
2. Equip students with appropriate techniques to solve problems affecting Industrial and Technology Education and Technological innovations.
3. Provide specialized training for technical teachers, curriculum developers and supervisors of technology education at all school levels.
4. Enable students acquire additional professional knowledge, skills and experience so as to be able to relate to others meaningfully.
5. Acquaint students with creative teaching strategies at the elementary, secondary and tertiary levels of education.
6. Contribute meaningfully to the multidisciplinary nature of Industrial and Technology Education.
7. Equip students with design and research skills.
8. Vigorously promote quality consultancy for excellent service delivery and generate funds.
9. Encourage staff and students of the department to be ICT compliant and for the program to be ICT driven.

Achieving the laudable objectives of ITE program demand the use of emotional intelligence to enhance effective leadership in the administration of ITE program. Administration is the process of coordinating human and material resources towards achieving organizational objectives. Administration of ITE program is the coordinating of human and material resources in order to achieve stated objectives. Administration of ITE program involves coordinating of human and material resources to train learners to become technical teachers as well as equip learners with occupational skills needed to function effec-

tively in the industries. In a typical ITE program, the human resources include teaching staff (teachers), non-teaching staff and students while the material resources (non-human resources) includes instructional materials, equipment, financial resources and building facilities and other training aids needed for effective administration of ITE program.

Effective administration of ITE program majorly depends on the leadership of the program. Leadership is a process of influencing people by providing purpose, direction and motivation while operating to achieve organizational objectives and improving the organization. Leadership and leadership qualities revolves around the acronym **INFLUENCE** (Adam, 2019). The acronym INFLUENCE can be briefly described as follows:

I-Integrity: A leader should be sincere to the followers to enable them to have trust in him.

N-Nurture: A leader should nurture the followers by showing care and protecting the interest of the followers when the need arises.

F-Faith: A leader should have confidence in the followers.

L-Listen: A leader should be always be ready to give listening ears to complains from followers.

U-Understanding: A leader should have an understanding heart, be compassionate and be able to reason with followers and not to be too harsh on every issues.

E-Emotional intelligence: A leader should be able to sense the feelings of followers and be able to sympathize and empathize when necessary.

N-Navigate: A leader should be able to navigate the followers and carry them along when there is problem.

C-Communication: A leader should be able to communicate effectively with followers always to prevent ignorance to vital information that can create problem.

E-Exemplary: A leader must always live by example to enable followers to emulate appropriate qualities observed in him or her.

Even though all the nine qualities or attributes of leadership as contained in the acronym INFLUENCE are important, the researcher chose to carry out an overview of emotional intelligence as a leadership quality for enhancing effective administration of ITE program. The choice to explore emotional intelligence as a leadership quality for enhancing effective administration of ITE program is due to the vital role that emotional intelligence can play in enhancing effective followership and administration of ITE program. Effective knowledge and application of emotional intelligence will help the leader of an ITE program to be able to efficiently coordinate and carry along all the human resources such as teaching staff, non-teaching staff as well as students. Effective coordinating of human resources will go a long way to create efficient utilization of material resources such as instructional materials, equipment, financial resources and building facilities and other training aids needed for effective administration of ITE program.

Conceptual Overview of Emotional Intelligence in Leadership

Emotional Intelligence (EI) otherwise called Emotional Quotient (EQ) as a leadership quality is the ability of a leader to understand his/her emotions and manage them and show an understanding of the emotions of his followers. Emotional Intelligence (EI) is the skill of understanding and managing your emotions and understanding the emotions of those around you (Patel, 2016). Emotional Intelligence is

the measure of an individual's abilities to recognize and manage their emotions, and the emotions of other people, both individually and in groups. Daniel (2015) defined emotional intelligence as the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

Emotional Intelligence is the ability to identify, use, understand, and manage emotions in an effective and positive way (Adam, 2019). A high EI helps individuals to communicate better, reduce their anxiety and stress, defuse conflicts, improve relationships, empathize with others, and effectively overcome life's challenges. Emotional intelligence is an awareness of your actions and feelings and how they affect those around you. It also means that you value others, listen to their wants and needs, and can empathize or identify with them on many different levels. People with a high degree of emotional intelligence know what they are feeling, what their emotions mean, and how these emotions can affect other people.

From the various definitions above it can be deduce that, emotional intelligence is the ability to perceive, control and evaluate emotions in oneself and others and to use that information appropriately in enhancing relationship in the workplace. For example, recognizing emotional intelligence in oneself can help you regulate and manage your emotions, while recognizing emotions in others can lead to empathy and success in your relationships, both personally and professionally. Our emotional intelligence affects the quality of our lives because it influences our behavior and relationships.

One's EQ is the level of their ability to understand other people, what motivates them and how to work cooperatively with them. For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed; a leader who shouts at his team when he is under stress, or a leader who stays in control, and calmly assesses the situation. People with high emotional intelligence are usually successful in most things they do. Why? Because they are the ones that others want on their team. The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions and regulating emotions (Norman, 2012).

Good leaders improve their emotional intelligence by making a concerted effort to understand the reasons behind an employee's behavior. It could be a lack of trust, a bad past experience or a fear behind a bad decision taken by previous leaders. When you understand this, it is easier to react with dignity to any type of situation. Organizations are absolutely beginning to require their leaders to demonstrate these skills in order to be hired and promoted (Richard, 2019). People who perceive emotions accurately (both in themselves and others) better understand difficult situations. This includes where people are coming from, why they are doing what they are doing, and how their own behavior is holding them back. Emotion is a primary driver of human behavior, if you understand people's emotions; you can influence them positively but when you are blind to it, working with people become very difficult.

Relationship between Intelligence Quotient and Emotional Intelligence

Intelligence Quotient (IQ) or Regular Intelligence (RI) is designed to measure intellectual intelligence, and it gives a score from a series of tests while Emotional Intelligence (EI) is designed to measure of an individual's abilities to recognize (understand) and manage their emotions and also show understanding of the emotions of other people, both individually and in groups (Patel, 2016).

IQ and EI attempt to measure different forms of human intelligence; along with personality, these measures make up an individual's psyche. Emotional intelligence is the one part of the human psyche that we can develop and improve by learning and practicing new skills. IQ can easily be measured by an aptitude test but EI can only be measured by how an individual progresses through life, developing meaningful relationships with others, their interpersonal skills and understanding, their ability to manage their own emotions, and their personal skills (Daniel, 2015).

In an ideal life situation, higher IQs indicate better cognitive abilities, or the ability to learn and understand faster. People with higher IQs are more likely to learn faster, do well academically without exerting the same amount of mental effort as those with lower IQ scores. A logical assumption, therefore, is that people with higher IQs will be more successful at work and through life. This assumption has been proven incorrect by researchers since there is more to success than simply being intellectually intelligent or clever (Zameena, 2017). Although "regular" intelligence is important to success in life, emotional intelligence is a vital key to relating well to others and achieving organizational goals. Many people believe that it is at least as important as regular intelligence, and many companies now use emotional intelligence testing to hire new staff. Researchers have shown that there is no correlation between IQ scores and EI level (Zameena, 2017). In other words, Intelligence Quotient or academic aptitude has no connection with how people understand and deal with their emotions and the emotions of others (EI). This makes perfect sense since Zameena (2017) in his research work have met very clever people who nonetheless had no idea about how to deal with people, and the reverse. Zameena (2017) revealed that some people have high IQs and low emotional intelligence and vice versa, while some people score highly on both and some do not. It worthy to note that emotional intelligence matters more than intellect alone, and it has practical value in the workplace.

Elements of Emotional Intelligence in Leadership

Daniel (2015) revealed that there are five characteristics, categories, pillars or elements that define emotional intelligence. These five elements are described below:

1. **Self-Awareness:** Being self-aware when you are in a leadership position also means having a clear picture of your strengths and weaknesses, and it means behaving with humility. People with high emotional intelligence are usually very self-aware They understand their emotions, and because of this, they do not let their feelings rule them. They are confident because they trust their intuition and do not let their emotions get out of control. They know their strengths and weaknesses, and they work on these areas so they can perform better.

2. **Self-Regulation (Self-management):** This is the ability to control your emotions and impulses. Leaders who regulate themselves effectively rarely verbally attack others, make rushed, irrational decision or emotional decisions, stereotype people, or compromise their values. Self-regulation is all about staying in control. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

3. **Motivation:** People with a high degree of emotional intelligence are usually self-motivated. Self-motivated leaders work consistently toward their goals, and they have extremely high standards

for the quality of their work. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.

4. **Empathy:** Empathy is the ability of a leader to show understanding of what a follower is going through by putting yourself in similar situation. For leaders, having empathy is critical to managing a successful team or organization. If you want to earn the respect and loyalty of your team, then show them you care by being empathic. This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.

5. **Social Skills (People skills):** Leaders who do well in the social skills element of emotional intelligence are great communicators. They are rarely satisfied with leaving things as they are, but they do not sit back and make everyone else do the work: they set an example with their own behavior. It is usually easy to talk to and like people with good social skills, which is another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

The Role of Emotional Intelligence in Enhancing Administration of ITE Program

Emotional intelligence is an essential element for any leader or administrator of Industrial and Technology Education (ITE) program to use to enhance instructional and leadership efficiency. Goleman (2002) stated that the most effective school leaders are alike in one crucial way; they all have a high degree of what has come to be known as emotional intelligence. Emotional intelligence is very critical to an individuals' effectiveness in ITE program in a school system as it helps administrators to be conscious of their feelings and the feelings of others in decision making and interactions. An administrator in ITE program utilizes the knowledge of emotional intelligence to recognize their personal beliefs and attitudes, as well as those of other staff and students in the school system to enhance peaceful co-existence among the various groups to achieve the goals of the program.

In an ITE program in school, an administrator with high level of emotional intelligence can help the staff and students to accomplish a shared vision, as well as empowering them to take advantage of the available opportunities, especially for the purpose of career and personal development as well as academic achievement. Emotional intelligence helps administrators of ITE program to recognize and manage emotions to lead and realize the objectives of ITE program in schools.

Researchers have observed that emotional intelligence was a strong tool to determine the capacity of administrators to maintain high performance for the school to achieve its objectives. The leadership of an emotionally stable leader or administrator of ITE program is of critical importance in the institution and greatly influences in the shaping of the success of an institution (Yusof, Kadir, & Mahfar, 2014). Research has suggested that effective school leaders increase student achievement and that successful schools have a clear sense of direction and are supported by school administrators who are emotionally intelligent.

Emotional Intelligence (EI) skills have great benefit in the technological institutions. Research reveals that administrators with higher emotional intelligence find it easier to form and maintain interpersonal relationships and to 'fit in' to group situations (Adam, 2019). ITE program administrators with higher emotional intelligence are also better at understanding their own psychological state, which can include managing stress effectively and being less likely to suffer from depression.

EI is effective in managing stress and is important in promoting teamwork as well as cooperation as it assists in gaining knowledge in relationships. Our capabilities of working in a team get affected by our emotions, thus we need the power to connect, integrate as well as self-soothe in the relationships existing in the institution (Norman, 2012). Excellent knowledge, good technical skills combined with great experience can get you a job, but EI is the vital factor which will decide your success and the rise within the institution or organization.

As established by research, emotional intelligence can be a key to success in your life especially in your career in ITE program. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you. It was revealed by Daniel (2015) that the employees possessing higher EI can work in teams in a better manner and is very flexible as well as capable of adjusting to change.

It is obvious that EI is imperative for success in any job. Administrators with high emotional intelligence are usually successful in most things they do. Why? Because they are the ones that others want on their team. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset. In this study, the researchers have established that for an effective administration of ITE program in schools through emotional intelligence, leaders and administrators must demonstrate emotional intelligent practices that will enhance achievement of objectives of ITE program.

An administrator of ITE program with high emotional intelligence can greatly influence staff and students to achieve the objectives of ITE program through the following emotional intelligent practices:
1. Recognizes and celebrates accomplishments and acknowledges failure.
2. Always willing to challenge and actively challenges the status quo.
3. Establishes strong lines of communication with and among lecturers, students and non-academic staff.
4. Fosters shared beliefs and a sense of community and cooperation.
5. Adapts his or her leadership behavior to the needs of the institution. use emotions in adaptive ways to alleviate feelings of frustration among staff and students.
6. Establishes clear goals and keeps those goals in the forefront of the school's attention.
7. Involves staff in the design and implementation of important decisions and policies.
8. Ensures that staff of ITE program is aware of the most current theories and practices in ITE program and makes the discussion of these a regular aspect of the school's culture.
9. Fully involve in ITE program curriculum review, instruction, and assessment policies.
10. Be directly involved in the design and implementation of curriculum, instruction, and assessment practices.
11. Should be knowledgeable about current curriculum, instruction, and assessment practices.
12. Monitors the effectiveness of school practices and their impact on student learning.

13. Inspires and leads new and challenging innovations in ITE program.

14. Establishes a set of standard operating procedures and routines in the operation of ITE program.

15. Be an advocate and spokesperson for the school to all stakeholders on the relevance of ITE program to national technological development and self-reliance.

16. Demonstrates an awareness of the personal aspects of teachers and staff. And its impact on performance on the job.

17. Provides teachers with materials and professional development necessary for the successful execution of their jobs.

18. Periodically having quality contact and interactions with ITE program staff and students to be abreast with situations that affect staff and students in school.

19. Be able to recognize, manage, and use their emotions to eliminate the ensuing obstacles and advance their career horizons better than people with low emotional intelligence.

20. Encouraging staff of ITE program to "provide a supportive and productive learning environment", which relies very much on the teacher's emotional intelligence.

21. Motivating lecturers to teach essential learning components, which include personal and social learning domains involving skills associated with emotional intelligence.

From the foregoing, it is worthy to note that, becoming an emotionally intelligent administrator is a journey and process, not an arrival state or end result. Emotionally intelligent administrators are active in their orientation to staff and students in institution. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. Emotional Intelligence is indeed a vital leadership quality for enhancing effective administration of ITE program in Nigeria tertiary institutions.

Barriers to Building Emotional Intelligence Skills

The researchers identified the following are some of the barriers influencing development of emotional intelligence:

1. Poor Self-Awareness: Some persons finds it difficult to understand their feelings and lacks clear picture of their strengths and weaknesses. They therefore behave blindly and hurting people consciously and unconsciously without knowing they are doing wrong. This leads to lack of self awareness about one's need to build higher emotional intelligence.

2. Poor Self-management: Some persons lacks the ability to control their feelings or emotions and impulses. They therefore verbally attack others frequently and also make wrong and irrational decisions. They do not think before they act.

3. Poor Ability to Motivation: Some persons are naturally sadists are not happy themselves and finds it difficult to encourage others .

4. Too much pride and inability to sympathize and empathize: Some persons are too proud, always feel like a perfect person and thus finds it difficult to show sympathy and cannot put themselves in a similar situation of difficulty a staff is going through.

5. Poor social skills or poor communication ability: Some people finds it difficult to express themselves and therefore do not communicate effectively. The bridge in communication can result to conflict in the organization.

6. Ignorant: Not understanding the importance of building high emotional intelligence.
7. Lack of Interest: Lack of desire or interest in building high emotional intelligence.
8. Fear: A bias or fear because of the term emotional intelligence, and what they think is required to build this skill.

Adverse Effects of Poor Emotional Intelligence skills at Workplace

Mostly weak emotional intelligence shows up or manifests at the workplace as:
1. The practice of blaming others among the staff.
2. Not able to hear highly critical feedback.
3. Passive, aggressive or a combination of both passive-aggressive communications.
4. Leaders, not into the habit of listening and who get out of touch of their teams.
5. Unwelcoming or not valued a diverse form of opinions.

Ways to Improve Emotional Intelligence in a Leader

The good news is that emotional intelligence can be learned and developed. Talking about how to improve emotional intelligence, Linda (2017), unveiled six strategies or ways to improve emotional intelligence :
1. Observe how you react to people. Do you rush to judgment before you know all the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and listen.
2. Look at your work environment. Do you seek attention for your accomplishments? Humility can be a wonderful quality, and it does not mean that you are shy or lack self-confidence. When you practice humility, you demonstrate control and confident. Give others a chance to shine, put the focus on them, and do not worry too much about getting praise for yourself in everything you do.
3. Do a self-evaluation. Try out emotional intelligence quiz. What are your weaknesses? Are you willing to accept that you are not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly and it can change your life for good.
4. Examine how you react to stressful situations. Do you become upset every time there is a delay or something does not happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued in the business world and outside it. Keep your emotions under control when things go wrong.
5. Take responsibility for your actions. If you hurt someone's feelings, apologize directly, do not ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right.
6. Examine how your actions will affect others before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?

Conclusion

For a leader to be successful in enhancing effective administration of industrial and technology education program, he/she must take the time to work on the five pillars of EI which are: self-awareness, self-regulation, motivation, empathy and social skills. These five pillars of EI are necessary for successful leaders who can easily thrive and create a positive environment in the workplace. Therefore it is very important for the organizations to look for new leaders or potential leaders with higher EI and on the similar front, they should also have business leaders or managers who can quickly act in the emotionally intelligent manner so as to cater for the requirements of their workers and their needs. The emotional needs of the employees at the workplace are worth paying attention. The organizations who invest in the concept of EI end up training engaged employees who are more committed to work.

Recommendations

1. The administrators of industrial and technology education program should make effort in improving their emotional intelligence as highlighted in this paper.
2. Appointment and nomination of administrators of industrial and technology education program should be based on possession of the five pillars of emotional intelligence.
3. It is very important for industrial and technology education institutions to look for new leaders or potential leaders with higher emotional intelligence.
4. Selection of leaders in industrial and technology education program should be based on merit and not man-know-man basis.
5. Potential leaders of industrial and technology education program should have good understanding of emotional intelligence and its application in the workplace.

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Control of Youth Unemployment Through Partnership with Technical Vocational Education and Training in Nigeria

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Abstract

Many school graduates are not employable due to lack of the required skills needed by the employers. This calls for global partnership with technical Vocational Education and Training (TVET), because TVET programme equips the learner with the required skills to be employable. This paper explores different concepts of unemployment, causes and consequences of unemployment. Opportunities in TVET were analysed towards fixing the youth unemployment through working in partnership with TVET. Recommendations for achieving sustainable development goals through global partnership in TVET were discussed.

Keywords: Youth, unemployment, TVET, partnership, training

Introduction

Unemployment is a major challenge in Nigeria and around the world. It is a condition where qualified citizens of many nations who are expected to be engaged in one job or the other and get paid are not being engaged. The International Labour Organisation (2012) defined unemployment or joblessness as a situation when a person is available and willing to work but currently without work. A person in his or her middle ages of 15 to 30 years that is capable of being employed is defined as 'youth'. So, youth unemployment in Nigeria implies high unemployment of young people within the working age population. This situation has serious political and economic problems. This is one of the pressing issues in developing countries.

Table 1: Unemployment Rate between 2011–2014

Country	2011	2012	2013	2014
Zimbabwe	5.4	5.3	5.3	5.4
Zambia	13.2	13.1	13.1	13.3
Yemen, Rep.	17.6	17.7	17.7	17.4
Uruguay	6.3	6.5	6.6	7.0
United States	9.0	8.2	7.4	6.2
Uganda	4.2	4.2	4.2	3.8
Turkmenistan	11.0	10.8	10.7	10.5
Algeria	10.0	11.0	9.8	9.5
Angola	6.9	6.9	6.9	6.8
Belgium	7.1	7.5	8.4	8.5
Ghana	4.6	3.6	1.8	2.4
India	3.5	3.6	3.6	3.6
Turkey	9.8	9.2	8.7	9.2
Tunisia	18.3	14.0	13.3	13.3
Nigeria	7.6	7.5	7.5	7.5

Source: http://beta.data.worldbank.org/indicator/SL.UFM.TOTI.ZS

It is observed in Table 1 above that unemployment is increasing in some countries like Turkey, Zambia and Zimbabwe while the unemployment trend between 2012 and 2014 is constant in Nigeria. Despite these findings, youth in Nigeria are grossly unemployed and their potentials under-utilized.

The biggest challenge faced by educators currently is how to ensure that all youths have the opportunity, to acquire saleable skills and contribute to the nation's economic productivity. One of the problems confronting this nation is how to check unemployment using youth empowerment as a remedy. Although, several attempts have been made at encouraging entrepreneurial activities within and out of the school systems, majority of unemployed population in Nigeria are youths. There are limited vibrant industries to absorb competent graduates. Besides, unemployment has become a major problem affecting the lives of youth across the 36 states in Nigeria. The effect is increased militancy, violent crime, kidnapping as well as socially delinquent behaviours. On the other hand, youth unemployment has long-term consequences for the society, communities and for individuals.

The findings of this research would help the State Government in Nigeria to boost the implementation of youth employment programmes. Also, various stakeholders across the world will see the need to invest in TVET programmes.

Causes and Challenges of Unemployment

Researchers have identified the root causes of youth unemployment in Nigeria to include dwindling economy, corrupt practices, lack of entrepreneurial skills and lack of marketable and productive skills (Alao, 2015; Uddin & Uddin, 2013). Youths occupy a prominent place in any society. They are one of the

largest assets any nation can have. Apart from being leaders of tomorrow, they out-number the middle age and aged (Hassan, 2013). They are the foundation of a society while their energies, inventiveness, character and orientation define the pattern of development and security of a nation.

The CBN ex-governor, Mallam Sanusi Lamido Sanusi, cited in Alao (2015) remarked that the youth constitute 18% of the world population but African countries under-invest on the youth at great consequences such as breeding an unproductive segment who live under the poverty line of two dollars a day. Other researchers listed the causes of unemployment to include rapid population growth, lack of marketable skills, rural-urban migration, low standard of education, lack of steady perception and corruption (Olasinde, 2016; Osidipe, 2017; Uddin & Uddin, 2013; UNESCO, 2012).

Agencies involved in Youth Empowerment in Nigeria

To curb the challenges of rising unemployment, the Federal Government of Nigeria set up agencies that will build an employment friendly economic environment. These include (1) National Directorate of Employment (NDE), (2) National Poverty Eradication Programme (NAPEP), and (3) Subsidy Reinvestment and Empowerment Programme (SURE-P).

In 1986, government established the NDE with the responsibility to reduce unemployment through the promotion of self-employment. This programme was implemented through various schemes like "Rural Employment Promotion Programme (REPP), Special Public Works Programme (SPWP), Small Scale Enterprise Programme (SSEP) and Vocational Skills Development Programme (VSDP). These are geared towards encouraging young men and women who are willing and able to work to secure sustainable livelihood through full productive employment. These programmes were to give training opportunities to the unemployed youth by providing guidance, finance and other support necessary to help them create jobs for themselves and others. For example, the VSDP targets unemployed youths, graduate or non-graduates (Coker, 2008). The strategy here is to attach the trainees to a master trainer (craftsmen or women) for a period enough for the apprentice to acquire necessary skills. The Subsidy Reinvestment and Empowerment Programme (SURE-P) is to engage unemployed youths in meaningful activities and effective skill development to increase their capacity and employment chances (Agbata, 2013).

Curbing Youth Unemployment

For Nigeria to secure her future prosperity, the government must renew efforts at creating massive jobs by aggressively embarking on empowerment and development programmes in Agriculture and Agro-allied, Manufacturing, Information Technology and Telecommunications, Production Services, Tourism, Solid Minerals and Construction. These developments must be quantitative, qualitative and distributive.

The current emphasis on TVET is a step in the right direction. Akinseinde (2014) opined that empowering youths and building their capacity will provide workable solution to the challenges of increased unemployment among young ones in Nigeria.

The development of the rural areas to check rural-urban migration is equally important. This can be achieved through concerted effort of relevant Ministries such as the Ministries of Agricultural Development and National Directorate of Employment (NDE). Other empowerment and development agencies

are the Small and Medium Enterprise (SME), Development Agency of Nigeria (DAN) and Non-Governmental Organisations (NGOs). For instance, in Ghana, the implementation of the National Youth Empowerment Programme (NYEP) led to the creation of a total of 200,000 new jobs in 2006 as against 125,000 in 2005, thereby contributing to a reduction in the level of unemployment from 11% in 2005 to 10% in 2006. As of June 2012, a total of 457,779 youths have been engaged in NYEP (Alao, 2015).

The current high rate of youth unemployment demands a set of solutions for fixing the youth unemployment crisis. The following are considered relevant:

i. Improved Skills and Training

Several approaches have been suggested as a means to end youth unemployment; one of such approach is to provide monetary incentive to unemployed graduates between 18 and 35. From all indications, the bill is ill-timed as payment of incentives will only make youth lazy and compound economic challenges. As an alternative, government should teach youths "**how to fish**" through skill acquisition in diverse human endeavours. The efficacy of skill acquisition has been found in the creation of skill acquisition centers by the Lagos State Government under the State Ministry of Women Affairs and Poverty Alleviation. As of May 2013, a total of 26,049 students have been trained on various skills acquisition programmes. Also, in Osun State (one of the least paid State in the revenue allocation), 18,000 jobs were created as at January 2013 through Osun Youth Empowerment Scheme (OYES). This has resulted in improved economy of the State, wealth creation and employment of different families.

ii. Entrepreneurship Promotion and Employment Services

The youth enterprises with innovation in Nigeria (You Win) project of the Federal Government, established to give financial support to young Nigerians with business ideas to develop and execute their ideas, is a right step in the right direction and should be allowed to continue with proper monitoring. Employment services include job placement, search assistance and access to labour market information. These services are offered by some public and private agencies. They assist job seekers in achieving their long-term goal of employment in the open labour market and ensure employers get loyal staff suited for their needs. As a result, requirements of the employers alongside the vacant position are made available to job seekers through the print and electronic media. There should be maintenance of a data bank on employment and vacancies in the country, with a view of acting as a clearing house to link job seekers with vacancies in collaboration with other government agencies. The government must therefore use its implementation mechanism and follow-up to achieve the desired objectives.

iii. Provision of Infrastructural Facilities

Infrastructural facilities that will improve the socio-economic life of the people are grossly inadequate. This can be observed in the form of bad road networks, power outage, inadequate water supply and poor healthcare systems. This may be one of reasons why Nigeria is ranked 153 out of 186 countries in the 2013 UNDP Human Development index (UNDP Report, 2013). The government must provide basic infrastructure that will enhance job creation so that the youths can be gainfully employed.

iv. Leadership Training

Leadership is a crucial factor in achieving desired goals. Bad leadership has been an all-time factor affecting development in Nigeria, which implies that no significant development can occur with bad leaders at the helm of affairs. To change the trend, the youths must be given training in leadership. The future leaders must be prepared for the complexities of political and administrative duties. The government should organize leadership seminars for youths in both urban and rural areas.

v. Entrepreneurship Education

Suleiman (2006) defined entrepreneurship as the willingness and ability of an individual to seek for investment opportunity to establish and manage an enterprise successfully. Entrepreneurship is not just skill acquisition for the sake of it but for creating employment for oneself and for others (Oseni, Momoh & Momodu, 2012). Entrepreneurship leads to the development of small, medium and even large-scale businesses based on innovation and creativity. The success of these businesses in turn helps in developing the nation's economy. It reduces poverty with visible increment in employment rate among youths. Entrepreneurship upgrade young people from being "job seekers" to "job creators".

Nigerian youths need to embrace entrepreneurship to create wealth for themselves instead of searching for decent paid jobs that do not exist. For example, Ehiagbe (2019) reported that undergraduate students of the Nnamdi Azikiwe University, Awka were empowered with vocational skills as well as given "starter-packs" in various skill areas such as fashion, make-up, clothe embellishment, cooking and confectionery. This agrees with the recommendation by Professor Bamiro, former vice chancellor, University of Ibadan that graduates should learn employable skills before graduation (Akpunonu, 2019).

In a similar manner, in 2016, the Lagos State Government created the office of wealth creation and employment. The government established an Employment Trust Fund (ETF) that enable fresh graduates of Universities and Polytechnics to access soft loans to support the young and fresh graduates with innovative ideas that can be developed into business enterprise (Ehiagbe, 2019).

Global Partnership in TVET

Youth need opportunities to earn a living, find decent work and contribute to societies as well as fulfil their potentials as human beings. In order to achieve this, youth need skill in vocational education and training. Educators must be well grounded and professionally competent in order to be relevant to meet the needs of students, if we are to have graduates of colleges who are skilful enough to meet the requirements of the job. Employers of labour want to engage workers who have high standards of workmanship, current technique of doing required job and adjust positively to industrial working conditions (Akinseinde, 2018). So, job requirements must be factored into the school curriculum.
Global partnership in TVET is achievable when the key reform issues on employment are connected to TVET, as proposed in the roadmap. Some of the recommendations are as listed below:
1. Promote private sector investment in education
2. Strengthen and enhance the Vocational Enterprise Institutions (VEI) and Innovative Enterprise Institution (VEI's).

3. Match training to labour market needs by reviewing the TVET curricula at relevant school levels to reflect minimum international standards.

4. Establish on-going professional development to upgrade the technical skills of serving TVET teachers

5. Improve the use and inclusion of ICT curricular and implementation (Federal Ministry of Education, 2009).

If these recognized reforms are accorded the appropriate attention, the TVET in Nigeria will be functional and sustainable development goals will be achievable.

Conclusion

Nigerian youths are confronted with all sorts of social vices as a result of not being empowered for gainful employment. The review of related literature focused on empowerment and employment, global unemployment trend, causes of unemployment and efforts made so far in curbing them.

After fifty-eight years of independence from the British colony, Nigeria is still among the developing nations. We criticized our former colonial master for not attending to the needs of our country. Despite various reformations, we have not reached the expected destination in spite of the abundance of natural resources in Nigeria. There is the need to strengthen TVET through global partnership in order to curb youth unemployment and let TVET programmes drive the transformation of Nigeria.

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