A Survey of Vocational and Technical Training Needs of The Out-Of-School Youths in Borno State, Nigeria: Counselling Intervention

Ngohi Bukar Umar[1], Dr. Amuda Bitrus Glawala[2]
[1]*Ph. D, Kashim Ibrahim University, PMB 1122, Njimtilo Kano Road, Maiduguri*
[2]*Kashim Ibrahim University, PMB 1122, Njimtilo Kano Road, Maiduguri*

Abstract*—This study was a descriptive survey that investigated the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria: Counselling interventions. Four objectives, two research questions and two hypotheses piloted the study. Target population of the study comprised of all out-of-school youths in Borno State, Nigeria. However, a sample size of 540 volunteered out-of-school youths were randomly selected using multistage sampling technique. Researcher's self-designed 49 items Structured Interview Schedule (S.I.S) and Focused Group Discussion were the instruments used in collecting data for the study. Data collected were analyzed using descriptive and inferential statistics of mean and t-test involving statistical software (SPSS, Version 27.0) to answer the research questions and tested the null-hypotheses at 0.05 confidence level. Results of the study revealed tailoring/ fashion designer, plumbing and pipe fitting as some of the vocational and technical training needs areas of the youth while paucity of funds, lack of moral and legal supports were some of the problems associated with the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria. Some of the counselling interventions and recommendations proffered are that, professional vocational counsellors should sensitize the youths on the importance of vocational and technical training, and Bank of Industry should provide them with soft loans after training.

Index Terms—**Vocational and Technical Training, Out-of-school Youth, Preferred Vocations.**

I. INTRODUCTION

The term youth being the backbone of every nation, has been variously defined by different authorities based on their background and environment. Owuanana & Hawkins (2020) defined youth as state or period of being young, energetic, agile and alert usually between the ages of 12years and 20 years. Akinboye (2020) opined that the youth is chronologically between childhood and adulthood and fixed the age at 12 to 21 years. Denga (2023) contended that the youth's age as 14-22 years for male and 17-20 for female. Dlakwa (2023) puts it that the youths age between 15-30 years, and children are those below 15 years of age, while Ngohi & Adamu (2024) define youths as those between the age brackets of 12 and 40 years old. This category of people constitutes greater percentage of the country's active population thus, the nation has to put them at the center to enable them realize their potentials for meaningful development.

Galadima (2022) consider education as a common property for everyone, prime creator and conveyor of knowledge in all facets and the most complex human endeavor. Thus, enhancing the quality of education at all levels is the first priority for improve productivity and flexibility of the work force. In addition to generating broad benefits to society, education has direct impact on productivity and increases access of the poor and socially disadvantaged groups to training and wage employment. In Peru for example, workers with complete secondary school education have 50% greater chances of receiving training. This is obvious because training in specific skills is more effective when trainees have background in literacy, numeracy and problem-solving skills. Zamdai & Mundi (2023) stressed that general education provides the society with values, communicative and manipulative skills on which effective vocational education is based. Without knowledge of reading, writing and elements of calculation (Arithmetic), sound vocational education cannot be imparted. Electricity for example,

can be taught as general and vocational education. As general education, the emphasis is on helping students understand the principles of electricity and become intelligent users of electrical appliances.

Okoro & Oranu (2021) in their wisdom define vocational education as any form of education whose primary objective is to prepare individuals to either become self-reliant or engaged in a recognized government occupation. This invariably suggests that vocational education provides practical skills, knowledge and attitudes necessary for effective employment in specific occupations. The aspects of vocational education highlighted by the National Policy on Education (NPE, 2024) which are consistent with those of UNESCO and ILO (2020) are that: Vocational education is an integral part of general education, is a means of preparing for occupational fields and effective participation in the world of work, is an aspect of lifelong learning and a preparation for responsible citizenship, is an instrument for promoting environmentally sound sustainable development, and a method of facilitating poverty alleviation.

The provision of vocational education starts at Junior Secondary School level where theoretical business studies and practical technology (woodwork, metal work, building trades, electricity and electronic) are introduced. Studies by Abdullahi (2019) and Oranu (2021) however, found that vocational education curriculum in Nigeria encourages lack of harmony between the educational practice and the world of work because the institutions responsible for manpower training are seldom in close contact with industries. Akubuke & Manasa (2021) reported other problems like uncoordinated career-oriented development clubs or associations in schools and inadequate exposure to public lectures and excursion.

Vocational and technical educational systems are the best avenues for harnessing and development of the potentials of the youths for sound economic advancement of a nation. Youths represent the future and hope of every advanced and advancing nation. Thus, high returns on resources invested in youths today have immediate and long-term benefits. Where they exist and are functioning properly, youth programmes play significant roles in building life skills of individual young people, strengthening families, communities and propels overall sustainable progress of a nation (Adamu, Bello & Danjuma, 2019). In contemporary Nigeria, training given to youths at secondary school levels are academic and pre-vocational to make a person productive to oneself and the society. Courses offered at Junior Secondary School are designed to provide the required occupational goals, technical knowledge and skills necessary for self-reliance, private or public employment, development of positive attitudes, work habits, abilities, opportunities and appreciations that will contribute to a satisfying and productive life (Ngohi, 2019).

Vocational and technical educations are expected to among other things, assist the youths acquire relevant occupational and technical skills, prepare for future occupations and make successful transition from school to the world of work. In present day Nigeria however, majority of the Junior and Senior Secondary School leavers are in conjunction with the school drop-outs neither further their studies nor use the vocational and technical skills acquired and engaged in something worthwhile to do and hung-on for a living (Ngohi, 2019). As the world of work is digitally transforming, most employers or industries require certain skills from school leavers before being engaged.

Although employers are always interested in hiring individuals with specific occupational training, those grounded in basic academic skills such as computer literacy, accounting skills and arts of writing and communication skills have higher chances of being engaged. Stanwick & Sherman (2020) in their longitudinal survey of Australian Youth Data found that 67% of students that underwent vocational education training programmes are employed six months after graduation with males having higher chances in the areas of building and engineering compared to those who read other courses. Similarly, Lamb & Victor (2024) in their study on employability of Nigerian youth found that 72% of graduates of vocational education seamlessly transits to the world of work within eight to nine months after school years.

II. STATEMENT OF THE PROBLEM

Observations made and discussions held between the researcher, community leaders, religious clerics and parents revealed that the growing number at which youths are graduating from Junior Secondary School

(JSS-3) without proceeding to the next level and some abandoning the education (self-withdrawal) is alarming. They are becoming nuisance to themselves, their parents and the society as they are redundant and engaged in social vices posing serious risk to people's social, psychological, emotional health and internal security problems that are detrimental to humanity. The few that seems not engaging in substance abuse turn out to be blue and white-color- beggars roaming the streets, moving from one office to another begging or scavenging refuse dumps with no meaningful future.

Thus, would end up as liabilities to their parents, immediate relatives and the society at large. Despite efforts made by governments at all levels and varying periods such as creating opportunities for entrepreneurship and survival skills, and apprenticeship centers for training and becoming self-reliant, the problem of out-of-school youths not having something worthwhile to do and hang-on for a living is persisting.

Hence, it is presumed that the laudable programmes designed by governments are not based on scientifically generated data centered on vocational and technical needs of the out-of-school youths. Empirical studies in Borno State, Nigeria on vocational and technical education is scanty and have not captured the needs of out-of-school youths. Thus, the thrust of this study is to examine the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria with a view to proffer some counselling interventions.

III. OBJECTIVES OF THE STUDY

The objectives of this study were to examine the:

1. Preferred vocational and technical training need of the out-of-school youths in Borno State, Nigeria
2. Problems associated with vocational and technical training needs of the out-of-school youths in Borno State, Nigeria
3. Gender difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria
4. Religious difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria

Research Questions

The following research questions were answered in this study:

1. What are the preferred vocational and technical training need of the out-of-school youths in Borno State, Nigeria?
2. What are the problems associated with vocational and technical training needs of the out-of-school youths in Borno State, Nigeria?

Hypotheses

The following null-hypotheses were tested for the study at 0.05 alpha level:

HO_1: There is no significant gender difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria

HO_2: There is no significant religious difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria

IV. METHODOLOGY

Descriptive survey research design was adopted to examine the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria: Counselling interventions. Target population of the study comprised of all out-of-school youths in Borno State, Nigeria. However, a sample size of 540 out-of-school youths were randomly selected using multistage sampling technique. Eighteen wards were randomly selected from the 3 Senatorial Districts (Six wards were picked from each of the North, Central and Southern Senatorial Districts). Thereafter, 30 out-of-school youths were randomly selected from each of the 6 wards. Participation was voluntary and it was based on age, gender, location and parental socio-economic background of the respondents. Researcher's self-designed 49 items Structured Interview Schedule (S.I.S) and Focused Group Discussion were the instruments used in collecting data for the study. The S.I.S was divided into 3 sections (A to C). Section A elicited data on demographic characteristics of the respondents such as age, gender, location and parental socio-economic background. Section B collected information on the preferred vocational and technical training needs of the out-of-school youths while Section C sought data on the problems associated with the vocational and technical training needs of the respondents. Sections B

and C of the 49 items S.I.S was designed using a 4-point Likert Scale with their corresponding values as follows: Strongly Agreed (SA) = 4 Points, agreed (A) = 3 Points, disagreed (D) = 2 Points and Strongly Disagreed (SD) = 1 Point. The mean value of 2.50 was used as the cut-off mark for decision making. All means equal to and above the mean value were accepted as the vocational and technical training needs, and their associated problems of the out-of-school youths in the study area. On the contrary however, all means below the cut-off value were rejected.

The S.I.S was validated by 3 experts in the fields of Measurement and Evaluation, Counselling Psychology, and Vocational/Entrepreneurship of the University of Maiduguri, Borno State. A pilot study involving 20 out-of-school youth outside those involved for the study yielded a Cronbach alpha of 0.86 indicated a high reliability coefficient, a validity index of 0.81 was also obtained which was considered relevant and adequate for the study. The instrument was administered by the researcher and two trained research assistants in each of the wards under study. Data collected were analyzed using descriptive and inferential statistics of mean and t-test involving statistical software (SPSS, Version 27.0). In terms of ethical considerations, the study adhered to ethical research standards such as anonymity, informed consent of the volunteered subjects, confidentiality, secured data storage, sensitivity to potential distress, voluntary participation and the right to withdraw. The results were presented in Tables 1 to 4.

V. RESULTS

Research Question 1: Which are the preferred vocational and technical training need of the out-of-school youths in Borno State, Nigeria?

Table 1: Preferred Vocational and Technical Training Areas in Need by Out-of-School Youths in Borno State, Nigeria

S/No.	Training Areas in Need	SA	A	D	SD	X	Remark
1.	Automobile Mechanic	88	115	159	178	2.59	Accepted
2.	Tailoring/ Fashion Designer	171	111	176	82	2.92	Accepted
3.	Plumbing and Pipe Fitting	169	148	136	87	2.82	Accepted
4.	Generator Repair	157	148	107	128	2.83	Accepted
5.	Air Condition/Split System Repair	165	145	128	102	2.74	Accepted
6.	Refrigerators Repair	183	151	105	101	2.54	Accepted
7.	Panel Beater and Body Spray	193	156	106	85	2.52	Accepted
8.	Phone/GSM Repair	188	166	117	69	2.56	Accepted
9.	Plaster of Paris, Interlocks & Tiles Fixing	174	144	143	79	2.58	Accepted
10.	Welding & Fabrication	178	163	129	70	2.71	Accepted
11.	Bicycle/Tricycle Repairs	155	148	138	99	2.54	Accepted
12.	Installations of Solar & Dish	204	172	104	60	2.64	Accepted
13.	Aluminum Construction Works	172	140	124	104	2.73	Accepted
14.	Carpentry/Upholstery Making	177	159	109	95	2.84	Accepted
15.	Embroidery/Garment Making	173	126	124	117	2.56	Accepted
16.	Dyeing and Bleaching	183	151	105	101	2.54	Accepted
17.	Cosmetology	193	156	106	85	2.52	Accepted
18.	Leader Goods Manufacturing and Repair	188	166	117	69	2.56	Accepted
19.	Bricklaying and Concrete Work	174	144	143	79	2.58	Accepted
20.	Electrical/Electronic Work	178	163	129	70	2.71	Accepted
21.	Cinematography and Video Coverage	155	148	138	99	2.54	Accepted
22.	Vulcanizing	88	115	159	178	2.59	Accepted
23.	Radio, TV, Fans and Electronic Works	171	111	176	82	2.92	Accepted
24.	Cobbling/Shoes Making	169	148	136	87	2.82	Accepted
25.	Iron Bending	157	148	107	128	2.83	Accepted

26.	Engineering Craft Practice	165	145	128	102	2.74	Accepted
27.	Painting and Decorations	183	151	105	101	2.54	Accepted
28.	Ceramic Making	193	156	106	85	2.52	Accepted
29.	Weaving and Knitting	177	159	109	95	2.84	Accepted
30.	Toilet/Washing Soap and Detergent	173	126	124	117	2.56	Accepted
31.	Pomade/Lotion/Cream Making	183	151	105	101	2.54	Accepted
32.	Computer Operations and Maintenance	193	156	106	85	2.52	Accepted

Evidence from Table 1 indicated that items number 2, 3, 4, 5, 10, 12, 13, 14, 20, 23, 24, 25, 26 and 29 were accepted as the major vocational and technical training areas in need by the out-of-school youths in Borno State, Nigeria while items number 1, 6, 7, 8, 9, 11, 15, 16, 17, 18, 19, 21, 22, 27, 28, 30, 31 and 32 were accepted as the minor vocational and technical training areas in need by the out-of-school youths in the study area.

Research Question 2: What are the problems associated with vocational and technical training needs of the out-of-school youths in Borno State, Nigeria?

Table 2: Problems Associated with the Vocational and Technical Training Needs of the Out-of-School Youths in Borno State, Nigeria

S/No.	Problems	SA	A	D	SD	X	Remark
1.	Paucity of Funds	165	145	128	102	2.74	Accepted
2.	Lack of Career Guidance	183	151	105	101	2.54	Accepted
3.	Inadequate Training Schools	193	156	106	85	2.51	Accepted
4.	Lack of Moral and Legal Supports	165	145	128	102	2.74	Accepted
5.	Inadequate Qualified Staff	177	159	109	95	2.84	Accepted
6.	Lack of Political Will	173	126	124	117	2.56	Accepted
7.	Lack of Involvement in Decision Making	183	151	105	101	2.54	Accepted
8.	Inadequate Facilities/Tools	193	156	106	85	2.51	Accepted
9.	Fence amid Theories and Practice in Industries	165	145	128	102	2.74	Accepted
10.	Lack of Job Security	183	151	105	101	2.54	Accepted
11.	Lack of Capital	193	156	106	85	2.51	Accepted
12.	Attitude of the Learners	165	145	128	102	2.74	Accepted

Table 2 shows that items number 1, 4, 5, 9 and 12 were accepted as the major problems associated with the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria while items 2, 3, 6, 7, 8, 10 and 11 were accepted as the minor problems associated with the vocational and technical training needs of the out-of-school youths in the study area.

HO_1: There is no significant gender difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria

Table 3: t-test Statistics on Gender difference on Vocational and Technical Training Needs of Out-of-school Youths in Borno State, Nigeria

Variable	N	X	SD	DF	t-cal.	t-crit.	Decision
Male	387	1.84	1.01				
				539	0.57	1.06	Accepted
Female	153	2.44	1.12				

It is obvious from Table 3 that the calculated t-value of 0.57 is less than the t-critical of 1.06 at 0.05 confidence level. Thus, the null-hypothesis was indorsed.

HO_2: There is no significant religious difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria

Table 4: t-test Statistics on Religious differences on Vocational and Technical Training Needs of Out-of-school Youths in Borno State, Nigeria

Variable	N	X	SD	DF	t-cal.	t-crit.	Decision
Islam	342	2.40	1.34				
				539	0.61	1.14	Accepted
Christianity	198	2.11	1.10				

It is obvious from Table 4s that the calculated t-value of 0.61 is less than the t-critical of 1.14 at 0.05 confidence level. Thus, the null-hypothesis was upheld.

VI. DISCUSSION

Based on the findings of this study, 32 preferred vocational and technical training needs and 12 associated problems of the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria were identified. Findings of this study on research question one which stated that: Which are the preferred vocational and technical training need of the out-of-school youths in Borno State, Nigeria? This study found out that Tailoring/ Fashion Designer, Plumbing and Pipe Fitting, Generator Repair, Air Condition/Split System Repair, Welding & Fabrication, Installations of Solar & Dish, Aluminum Construction Works, Carpentry/Upholstery Making, Electrical/Electronic Work, Radio, TV, Fans and Electronic Works, Cobbling/Shoes Making, Iron Bending, Engineering Craft Practice and Weaving and Knitting were the major vocational and technical training areas in need by the out-of-school youths in Borno State, Nigeria while Automobile Mechanic, Refrigerators Repair, Panel Beater and Body Spray, Phone/GSM Repair, Plaster of Paris, Interlocks & Tiles Fixing, Bicycle/Tricycle Repairs, Embroidery/Garment Making, Dyeing and Bleaching, Cosmetology, Leader Goods Manufacturing and Repair, Bricklaying and Concrete Work, Cinematography and Video Coverage, Vulcanizing, Painting and Decorations, Ceramic Making, Toilet/Washing Soap and Detergent, Pomade/Lotion/Cream Making and, Computer Operations and Maintenance comprised the minor vocational and technical training areas in need by the out-of-school youths in Borno State, Nigeria. This finding corroborates the earlier studies of Fajonyomi & Jacks (2024), Ngohi (2019), Mobolaji & Badarin (2016), Zamdai & Mundi (2023), Zabbaleen, Adeyemo & Kelle (2024) and Gumsuri & Mudassiru (2024) who reported that Tailoring/ Fashion Designer, Plumbing and Pipe Fitting, Generator Repair, Air Condition/Split System Repair, Welding & Fabrication, Installations of Solar & Dish, Aluminum Construction Works, Carpentry/Upholstery Making, Interlocks & Tiles Fixing, Bicycle/Tricycle Repairs, Embroidery/Garment Making, Dyeing and Bleaching, Cosmetology, Leader Goods Manufacturing and Repair, Bricklaying and Concrete Work, Cinematography and Video Coverage, Vulcanizing, Painting and Decorations, Ceramic Making, Toilet/Washing Soap and Detergent, Pomade/Lotion/Cream Making and, Computer Operations and Maintenance are the vocational and technical training skills required by youths. Fajonyomi & Jacks (2024), Ngohi (2019) and Zamdai & Mundi (2023) for example, reported that such vocational and technical skills require short training period, small capital to start, and high patronage by the community.

On research question two which stated: What are the problems associated with vocational and technical training needs of the out-of-school youths in Borno State, Nigeria? This study found out that Paucity of Funds, Lack of Moral and Legal Supports, Inadequate Qualified Staff, Fence amid Theories and Practice in Industries, and Attitude of the Learners were accepted as the major problems associated with the vocational and technical training needs of the out-of-school youths in Borno State, Nigeria while Lack of Career Guidance, Inadequate Training Schools, Lack of Political Will, Lack of Involvement in Decision Making, Inadequate Facilities/Tools, Lack of Job Security and Lack of Capital were accepted as the minor problems associated with the vocational and

technical training needs of the out-of-school youths in the study area. This finding aligns with the studies of Adamu, Bello & Danjuma (2019), Ngohi (2019), Akubuke & Manasa (2021) and Adeyemo & Kelle (2024) who found that inadequate qualified staff, lack of money for training, poor attitude of the trainees, few training schools and lack of political will on the side of the government are the problems associated with vocational and technical training centers and the youths in Nigeria. Adamu, Bello & Danjuma (2019) and Akubuke & Manasa (2021) for example, found that the problems are of two dimensions. On one hand, government is to be blamed for not having interest in providing the basic tools, employing qualified staff, opening more training schools, not providing soft loan or basic tools to independently operate a business venture and engaging the trained youths into various government agencies and parastatals for work. On the other extreme, parents and the youths are to be blamed for not encouraging the younger ones/their siblings to be engaged in such few training opportunities, not providing the necessary career guidance not home and the little capital to start a business venture after acquiring the basic skills.

On hypothesis one which stated that: There is no significant gender difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria. The finding of this study revealed that the calculated t-value of 0.57 is less than the t-critical of 1.06 at 0.05 confidence level. Thus, the null-hypothesis was indorsed. This suggest that both male and female respondents are not different in their need for vocational and technical training with a view to having something worthwhile to engaged in for a living. This finding is in agreement with the earlier findings of Fajonyomi & Jacks (2024), Zabbaleen, Adeyemo & Kelle (2024), Stanwick & Sherman (2020) and Gumsuri & Mudassiru (2024) who found that vocational and technical training becomes integral to both male and female students going into entrepreneurship for self-independent. Fajonyomi & Jacks (2024) and Stanwick & Sherman (2020) for example, reported that vocational and technical training is imperative and should be based on individuals' interest and gender. Males may be trained in vocations like carpentry/ upholstery, automobile mechanic, generator repairs, iron bending, bricklaying and panel-beating among others that could be requiring much energy while females may be trained in vocations like weaving and knitting, poultry and fish farming, tailoring and fashion designs, hair dressing salon, interior decorations, hotel/restaurant operations/maintenance, computer services and cap making that require few months of training, less starting capital and not strenuous.

On hypothesis two which stated that: There is no significant religious difference on vocational and technical training needs of out-of-school youths in Borno State, Nigeria. This study found that the calculated t-value of 0.61 is less than the t-critical of 1.14 at 0.05 confidence level. Thus, the null-hypothesis was upheld. This suggests that religion in the study area is not a parameter or determining factor towards choosing a vocation or training needs of the youths. Hence, religion is not a barrier to that effect. This finding concords with the findings of Mobolaji & Badarin (2016), Zabbaleen, Adeyemo & Kelle (2024), Lamb & Victor (2024) and Gumsuri & Mudassiru (2024) who expressed that has never been a barrier to vocational and technical training of youths in Nigeria. Mobolaji & Badarin (2016) and Lamb & Victor (2024) for example, opined that the principal determining factors are location and market. This is because youths trained in pigs and dogs farming can be marketable in southern part of Nigeria than the northern counterpart. Both Islam and Christianity allow vocational and technical training of youths in any profession of interest. Marketability depends on location, quality of the finished product and advertisement.

VII. COUNSELLING INTERVENTIONS

Based on findings of this study, appropriate information on vocational and technical training should be given to the out-of-school youths by professional guidance counsellor in collaboration with parents, community/traditional leaders, and clerics. The counsellor should stress on the importance of acquiring vocational/entrepreneurial skills. Community Based Organization (CBOs), Religious Based Organization (RBOs), Non-Governmental Organizations (NGOs), The N-Power, National Directorate of Employment (NDE), Ministries of Poverty Alleviation, Youths Sports and Development should champion the sensitization campaign towards encouraging the Federal, State and Local Governments to introduce/create more vocational and

technical training centers, and qualified staff to be employed, for the teaming youths to be enrolled and trained. Similarly, the youths should be encouraged to be enlisted for the training and acquire the basic skills and be independent.

The professional vocational counsellor in conjunction with researchers, educators and mass media (visual and blind) should be organizing sensitization/awareness, one-on-one programmes, seminars, workshops, symposia, conferences, phone-in-calls, posters, hand-bills and other public lectures on regular intervals to the parents, youths' groups and other stakeholders with the momentum of a war to encourage the out-of-school youths enrolled for their personal benefits. In the same vain, the government at all levels should in collaboration with Bank of Industry (BOI), Entrepreneurships Development Bank (EDB), National Directorate of Employment (NDE) and highly spirited philanthropists create means of providing the trained out-of-school youths with basic tools and soft loans under closed monitoring and supervision as starting capital, and as well engage some in government establishments. Additionally, the professional vocational guidance counsellor should encourage the practice of beneficiary (Youth) participation in decision making especially on issues/vocations that has direct impact on youths. As beneficiaries of any youth program in all ramifications, they should be directly involved as actors in planning, designing and implementation of the program.

VIII. CONCLUSION

Based on the findings of this study, it is concluded that out-of-school youths need vocational and technical training in numerous areas of their interest irrespective of gender or religious connotation. Some of the vocational and technical training need area include: Tailoring/ fashion designer, plumbing and pipe fitting, generator repair, air condition/split system repair, welding & fabrication, installations of solar & dish, aluminum construction works, carpentry/upholstery, electrical/electronic work, radio, fans and electronic works, cobbling/shoes making, iron bending, engineering craft practice, and weaving and knitting. Some of the bottlenecks identified include: Lack of career guidance, inadequate training schools, lack of political will, lack of involvement in decision making, inadequate facilities/tools, lack of job security and lack of starting capital. Hence, Government at all levels, financial institutions, professional guidance counsellors, parents, community leaders, philanthropists and the youth leaders should be considered as principal actors in decision making. Counsellors and other stakeholders should embark on creating sensitization programmes using various mediums.

IX. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Youth leaders should be considered as principal actors and be engaged in decision making, planning and execution of programmes on out-of-school vocational and technical training skills irrespective of gender and religious inclination.
2. Professional vocational counsellors should in collaboration with other stakeholders embark on sensitization programmes on regular intervals on the benefits of vocational and technical training.
3. Governments at all levels should encourage the out-of-school youths enlist in the vocational and technical training by way of providing them with the basic tools and soft loans after training under close monitoring and supervision.
4. The Borno State Government should establish more vocational training centers and upgrade the existing ones (if any) and engage qualified staff to be training the out-of-school youths on areas of their interests.

REFERENCES

[1] L. M. Abdullahi, "Vocational skills need for increase employability of university graduates in Nigeria," unpublished M.Sc. thesis, University of Maiduguri, Borno State, Nigeria, 2019.

[2] S. A. Adamu, K. D. Bello, and N. J. Danjuma, "Basic skills: Vocational and technical education," *Nigerian Journal of Curriculum Studies*, vol. 9, no. 2, pp. 234–249, 2019.

[3] D. E. Akinboye, *Guidance and Counselling Techniques for Adolescents and Youths' Dilemma*. Jos, Nigeria: Savanna Press Ltd., 2020.

[4] A. K. Akubuke and K. T. Manasa, "Entrepreneurship education at secondary school level: Problems and prospects," *Nigerian Journal*

of Curriculum Studies, vol. 11, no. 2, pp. 331–346, 2021.

[5] G. I. Denga, "Corruption and the problem of youth empowerment in Nigeria," paper presented at a seminar organized by Taimako-CDI, Damaturu, Nigeria, Mar. 17, 2023.

[6] D. H. Dlakwa, "Development situation in Borno State and the gap in implementation of policies," paper presented at a workshop on the establishment of the Coalition of NGOs for Development in Borno State, organized by GTZ, Maiduguri, Nigeria, Aug. 2–3, 2023.

[7] M. G. Fajonyomi and S. C. Jacks, "Re-orienting Nigerian youths for employment through dignity of labor and work study programme," paper presented at the 28th Annual National Conference of CASSON, Aug. 16–20, 2024.

[8] I. Galadima, "Disparity between expected and actual outcomes in the Nigerian educational system," Nigerian Journal of Curriculum Studies, vol. 10, no. 2, pp. 457–460, 2022.

[9] D. L. Gumsuri and M. S. Mudassiru, "Vocational and technical education in Nigeria: What is the level of success?" Journal of Career and Technical Education, vol. 24, no. 1, pp. 76–92, 2024.

[10] S. Lamb and M. Victor, "Variations in vocational education training provisions across Australia school and their effects on students' outcomes," Research Report, no. 48, Australian Council for Education, Melbourne, Australia, 2024.

[11] Y. Mobolaji and V. H. Badarin, "Impact of workplace experiences while in school on career pathways," International Journal of Family Economic Growth, vol. 4, no. 2, pp. 132–148, 2016.

[12] B. U. Ngohi, "Vocational education: A panacea for youth empowerment and national economic advancement," International Journal of Family Economic Growth, vol. 7, no. 2, pp. 96–111, 2019.

[13] B. U. Ngohi and N. N. Adamu, "Counselling for civic and grassroots development," Journal of Vocational Education and Research, vol. 27, no. 2, pp. 177–192, 2024.

[14] National Policy on Education, 4th ed. Lagos, Nigeria: Nigerian Educational Research and Development Council (NERDC), 2004.

[15] O. M. Okoro and K. P. Oranu, Principles and Methods in Vocational and Technical Education. Nsukka, Nigeria: University Times Publishers, 2021.

[16] K. P. Oranu, "Vocational and technical education: Key predictors of economic growth and national development," International Journal of Youth and Adolescence Development, vol. 4, no. 1, pp. 397–412, 2021.

[17] K. G. Owuanana and P. T. Hawkins, Principles of Guidance and Counselling: An Outline for Beginners. Enugu, Nigeria: CECTA (Nig.) Ltd., 2020.

[18] E. W. Stanwick and R. T. Sherman, "Down the track: Outcomes from vocational education and technical training qualification," United Nations, [Online]. Available: United Nations Youth. Accessed: Jun. 12, 2019.

[19] UNESCO and ILO, Technical and Vocational Education and Training for the Twenty-First Century: UNESCO and ILO Recommendations. 2020. [Online]. Available: UNESCO Education; ILO Skills. Accessed: Aug. 17, 2019.

[20] A. G. Zabbadeen, Y. D. Adeyemo, and D. A. Kelle, "Vocational education: A pathway for personal development and national economic survival," International Journal of Youth and Adolescence Development, vol. 7, no. 1, pp. 96–112, 2024.

[21] M. D. Zamdai and F. L. H. Mundi, "Technical and vocational skills: Academic preparation for the world of work," *Journal of Career and Technical Education*, vol. 41, no. 2, pp. 813–829, 2023.