



RESEARCH ARTICLE

BRIDGING SKILLS AND JOBS: VOCATIONAL TRAINING AS A DRIVER FOR EMPLOYMENT GROWTH IN NIGERIA

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ABSTRACT

There is a need to embrace vocational training in Nigeria because of the country's skyrocketing unemployment. Conventional academic institutions' applied knowledge programs hinder graduates' ability to fulfil work market expectations due to inadequate practical preparation. Hence, this study evaluates the impact of vocational training on employment growth in Nigeria, using vocational training as the Independent Variable (IV). The four dependent variables are job placement rate, career level increase, career advancement, and employment retention rate. Quantitative data was collected from 384 students who graduated from various vocational schools in Lagos State, Nigeria, between 2018 and 2023, utilising closed-ended questionnaires for the survey. The results of this study, derived from regression analysis, demonstrated a robust positive link between vocational training and all four employment outcomes: job placement rate, income increase, career advancement, and employment retention rate. The study advocates for the government to enhance support for vocational training centres throughout Nigeria by providing suitable equipment and facilities to meet contemporary standards; parents should motivate their wards to pursue vocational courses; and individuals should voluntarily partake in vocational training for employment-related learning. Keywords: Vocational Training, Job Placement Rate, Income Level Increase, Career Advancement, Employment retention rate.

Keywords: Skills, jobs, vocational training, employment, growth.

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1. INTRODUCTION

Vocational training is universally recognised as a fundamental method for equipping learners with practical skills suitable for the employment market. Such training offers essential practice and vocational skills, facilitating effective employment in several crafts and service sectors. Numerous nations have redirected their focus towards enhancing and modernising their vocational training systems to tackle national issues, including unemployment, particularly among the youth, poverty, and a skills supply deficit (UNESCO, 2019). Hence, they are embracing the dual model of education; for instance, the Chinese and German frameworks of dual vocational education and training, which provide training in both classroom settings and practical experiences, equip individuals for the labour market and enhance their prospects of securing employment upon completion of their studies (Li, Schmees, Tang, & Frommberger, 2024). This approach is highly effective and often regarded as the primary learning model, as it cultivates a proficient and adaptable workforce, minimising the possibility of national unemployment. South Korea and Singapore have also implemented efficient vocational education programs for industry, information technology, and services. In doing so, they efficiently address the employment demands of their rapidly expanding economies while enhancing the international employability of their workers (Lee, & Choi, 2024; Yon & Ho, 2024).

Emerging globalisation and technology advancements have rendered vocational training a means of meeting the diverse skill requirements around the globe. In Africa, vocational training is a viable remedy for youth employment and economic development. Numerous African nations regard vocational training as secondary but essential for providing individuals with the skills necessary to foster entrepreneurship. At the regional level, vocational training is bolstered by regional integration entities like the African Union, which, through its Agenda 2063, aims to transform and propel individuals of Africa's economy (African Development Bank, 2019; African Union, 2015). Consequently, some African nations, like Kenya, South Africa, and Ghana, have transitioned to integrating practical vocational education within their national education frameworks. Nonetheless, despite these



initiatives, vocational training in African nations is deficient in finance, infrastructure, and alignment with industry requirements, which restricts the effectiveness of the programs (Ogunode, Adeniyi, & Ukozor, 2024).

This study is based on the concept that vocational training is increasingly acknowledged in Nigeria as a solution to the escalating unemployment crisis, especially youth unemployment. The Nigerian government, via the NBTE, prioritises vocational training in educational policy to rectify the flawed economy. The government has implemented various initiatives to improve skill acquisition and self-employment among youth, including the National Youth Service Corps scheme and the National Youth Service Corps Skill Acquisition and Entrepreneurship Development Programme (NYSC–SAED). Nonetheless, challenges remain in implementing effective, targeted vocational education, including the absence of vocational training in the early years, insufficient funding, outdated curricula, and inadequate industry connections, resulting in a misalignment between educational content and current labour market demands.

Additionally, cultural attitudes influence the acceptance of training, as it is traditionally regarded as inferior to university education. However, the work opportunities available in formal industries are diminishing, while the pathway to apprenticeship as a viable vocational profession is progressively expanding (Adams, Intsiful, & Zagoon-Sayeed, 2024; Vere, 2024; Nieves, Anderson, & Huntingg, 2024). Hence, there is a clear acknowledgement of the advantages of vocational training by both individuals and the government, highlighting its optimistic and transformative impact on the Nigerian economy.

1.1 Problem Statement

Nigeria, the most populous Black nation in Africa, consistently confronts the issue of unemployment, which greatly affects citizens, particularly the youth. The government and business entities have substantially invested in expanding higher education, leading to a corresponding increase in university graduates; however, the nation cannot provide jobs for these graduates, resulting in elevated unemployment rates.

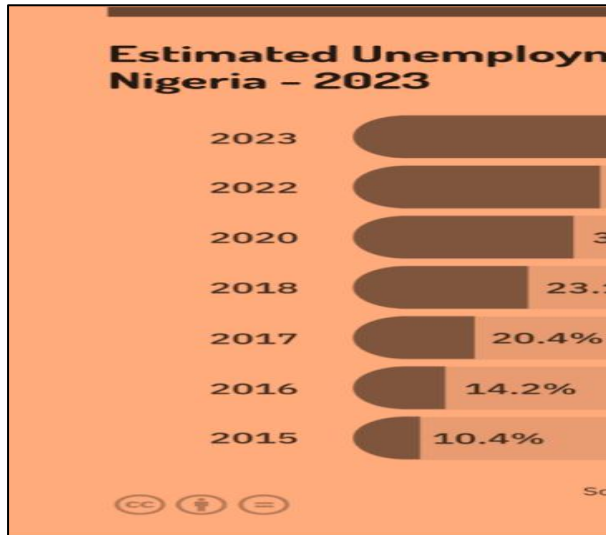


Fig 1: Nigerian Unemployment Rate

Data reveals that Nigeria's unemployment rate increased from 37.7% in 2022 to 40.6% in 2023, positioning the nation with the highest rate of unemployed people (Commonwealth, 2024). The youth unemployment rate is significantly high; official statistics reveal that 42.1% of individuals aged 15-34 were either unemployed or underemployed in 2021, with an even greater percentage reported in 2024 (NBS, 2021).

The rising unemployment issue is a significant socio-economic challenge that has persistently undermined the nation's stability, social cohesion, and prospective economic growth. Unemployment in Nigeria has various causes; primarily, the educational system inadequately prepares graduates for the labour market due to a misalignment between educational outcomes and labour market demands. In the context of numerous deficiencies noted in Nigerian university education, it has been recognised that most universities prioritise theoretical knowledge over practical skills essential for a productive labour market (Alade, 2024). Consequently, graduates exit educational institutions lacking essential practical skills in computer technology, engineering, and business administration.



Over time, employers frequently express concern regarding the "skills gap," wherein graduates possess a solid academic foundation yet struggle to apply their knowledge practically, exhibit less innovation, or engage in critical thinking. This disparity between the demand and supply of skills is particularly alarming in today's competitive market (Pervez, Mahmood, Akram, & Waqas, 2024). Additionally, structural limitations inherent to the Nigerian economy impede work options for graduates, hence aggravating graduate unemployment. Nigeria's economy heavily depends on oil, rendering the country vulnerable to fluctuations in global oil prices. This excessive focus on the oil sector constrains the advancement of other labour-intensive businesses, such as manufacturing, agriculture, and services. Consequently, the economy has not evolved into one that supports establishing sustainable employment markets to absorb the increasing number of graduates entering the workforce annually.

Notably, unemployment undermines the future of Nigeria's human capital for growth as individuals seek work possibilities abroad (Uyo, Adama, Sumaila, & Suleiman, 2024). Hence, unemployment requires robust policy intervention on both the demand and supply sides via vocational training. *This study investigates Bridging Skills and Jobs by analysing the impact of vocational training on employment growth in Nigeria based on the following objectives:*

- i. Examine whether vocational training has an impact on the employment rate.
- ii. Analyze if vocational training impacts the increase in income levels.
- iii. Examine the effects of vocational training on career advancement.
- iv. Analyze whether vocational training impacts the employment retention rate.

2.0. CONCEPTUAL REVIEW AND THEORETICAL FRAMEWORK

2.1 Conceptual Review

2.1.1 Vocational Training

Vocational training refers to training provided to individuals in particular trades, occupations, or professions. It enhances their competencies to execute specific tasks related to designated careers, unlike traditional academic education, which typically offers only formal learning.



Vocational training centres provide practical experiences and vocationally relevant skills, allowing individuals to gain employment immediately (Kebede, Asgedom, & Asfaw, 2024). These training programs are typically more succinct and specialised than conventional academic degrees and are designed in response to labour market demand.

Vocational training is essential in manufacturing, healthcare, information technology, and service sectors, among others, and crucial for bridging the skills gap prevalent in many economies (Al-Asfour & Zhao, 2024). Thus, it includes practical apprenticeships, certifications, and diplomas in welding, plumbing, nursing, information technology, and culinary arts (Wei, 2024). In many nations, this type of instruction is readily regarded as an educational alternative, distinct from university education, for individuals who do not choose to engage in academic pursuits. Integrating digital and technical knowledge in vocational training underscores the necessity of aligning vocational courses with technology to address the evolving trends of a competitive global market (Ghosh & Ravichandran, 2024).

Categories of Vocational Training in Nigeria

Technical training constitutes a prevalent form of vocational education, encompassing electrical and mechanical engineering programs, automotive mechanics, welding, and building. Most of these programs are provided by technical colleges and aim to cultivate skills pertinent to Nigeria's infrastructure and industrial foundation (National Board for Technical Education [NBTE], 2022). Technical training programs are designed to meet the demands of the job market by facilitating the acquisition of appropriate skills in both formal and informal economies.

Artisan and craft training is a form of vocational education that equips individuals with dressmaking, woodwork, and masonry skills. These programs are typically in community vocational training facilities, apprenticeships, and diploma training systems. Alla-Mensah and McGrath (2023) assert that vocation-based training is highly beneficial for individuals intending to establish their firms and pursue self-employment. It fosters economic stability, as self-employment frequently represents the sole avenue for revenue generation in various parts of certain countries.



Information **and communication technology (ICT) training** has recently emerged as a focus within vocational education, aiming to transition towards a technology-driven economy. ICT training encompasses computer applications, programming, digital marketing, web design, and data analysis, essential for domestic and export jobs (Hendrawan, Chatra, Iman, Hidayatullah & Suprayitno, 2024). ICT specialist centres, technical colleges, and private vocational institutions collaborate with technological firms to deliver it.

Furthermore, **skills training in agriculture** constitutes a vital form of vocational training, providing courses in the technical facets of farming and business acumen to improve food production, marketing, and processing through efficient agricultural enterprises (McDonald, Luke, & Cosby, 2024). Vocational training for agriculture is delivered through several methods, including agricultural extension agencies, community-based training, and training centres. This training is particularly important in rural areas, as agriculture is the predominant industry. By enhancing and expanding vocational training in agriculture, a nation may cultivate a proficient workforce capable of supporting both conventional and emerging economic sectors, generating jobs and stimulating economic growth.

2.1.2 Employment Growth

Within the scope of this study, economic growth refers to the pace of labour absorption and the increase of employment within an economy over a specified duration. Employment growth is assessed based on job quality, stability, and rankings, typically defined by economic policies, technology, education, and industries; this is crucial for poverty alleviation and enhancing social cohesion (Arthur-Sam, 2024). Consequently, robust employment development is perceived to signify improved prospects for a nation as enterprises within the economy expand and generate job opportunities for the labour force. Conversely, negative employment agitation signifies economic challenges and exacerbates unemployment and social problems.

Oxenham (2024) asserts that employment enhances the labour force and productivity when individuals attain their preferred positions, signifying their capacity to engage in productive opportunities based on their talents and expertise. The evaluation of employment fluctuations



typically encompasses alterations in employment levels across industries, geographic regions, and demographic groups, enabling the state to identify opportunities for potential growth and address issues within specific sectors. Consequently, employment sustainment is crucial to the principles of sustainable development as outlined in the United Nations Sustainable Development Goals (SDGs), where employment is linked to poverty reduction, economic advancement, and social cohesion.

The Significance of Vocational Training in Driving Employment

Vocational training is crucial for employment development since it equips individuals with the skills necessary for specific crafts or industries. Thus, it addresses the skills demand in various economies while enhancing participants' employability. As previously noted, new and rising global economies exhibit more volatility in employment markets, necessitating training for new employees and upskilling for existing workers to meet the demands of industries such as manufacturing, construction, healthcare, and technology.

Additionally, vocational training enhances the efficacy and competitiveness of an economy by aligning workforce qualifications with market demands, thus reducing skill gaps and augmenting efficiency across various sectors worldwide (Al Shanfari, 2024). This alignment is particularly crucial in emerging nations because of the propensity for a shortage of trained labour, which could impede industrialisation. In several African nations, vocational training has evolved beyond a mere policy tool as governments seek to tackle unemployment and promote economic diversification. Furthermore, vocational training fosters employment prospects and promotes social inclusion, providing an avenue for economic participation for individuals unlikely to pursue academic education (Chui, Chan & Chandra, 2023).

2.1.3 Job Placement Rate

In the study context, the job placement rate refers to the number of individuals who secure employment after completing a program (vocational or academic education). This vital assessment tool evaluates the effectiveness of learning interventions in preparing learners for the workplace. Job placement rates validate the significance and calibre of the training provided and the market applicability of the skills taught (Rathee & Mittal, 2024). A high job



placement rate for vocational training programs signifies that learners have acquired competencies that align with industrial standards, facilitating their integration into the job market. Conversely, low placement rates suggest a misalignment between training programs and labour market demands or a systemic economic issue affecting job seekers.

2.1.4 Income Level Increase

Within the framework of this study, an increase in income level refers to the augmentation of people's incomes resulting from skill acquisition, education, career advancement, or transitioning to higher-paying employment. A primary objective of vocational training is to augment individuals' wages by equipping them with skills and qualifications that facilitate the attainment or advancement in lucrative employment within in-demand fields. Research by Lewandowska and Stopa (2020) indicates that individuals with vocational skills receive superior pay than those without such qualifications since these credentials facilitate employment in organisations that demand highly skilled personnel. Instances of rising income levels can be largely ascribed to work specifications and technical or professional expertise. Individuals who complete vocational training in healthcare, construction, or information technology attain higher incomes than those lacking specialised training.

2.1.5 Career Advancement

Career progression denotes progress in professional trajectories via promotions, augmented responsibility, enhanced remuneration, and the cultivation of advanced talents. It is frequently linked to ascending the professional hierarchy or acquiring leadership roles. Vocational training is crucial for career growth, providing specialised knowledge and skills for higher-level and demanding roles within a selected field (Zeng, 2024). Vocational training allows individuals in professional roles to enhance their standing and cultivate attributes esteemed in the workplace, augmenting employment satisfaction, stability, and career advancement.

2.1.6 Employment Retention Rate

This study defines the employment retention rate as a metric to assess employee happiness and their propensity to remain with a company for one year or longer without voluntarily changing jobs. Low employee retention rates indicate unhappiness, inadequate working



conditions, or a discrepancy between expectations and the reality of the work environment (Nguyen, 2020). Vocational skills training influences employment retention by equipping individuals for enduring careers in their respective fields of expertise. Consequently, vocational training adequately equips workers, resulting in proficient performance in their designated roles, thereby enhancing job satisfaction and security.

2.2 Theoretical Review

2.2.1 Human Capital Theory

Human Capital Theory, proposed by Schultz (1961) and Becker (1964), demonstrates that investments in education and training enhance individual productivity, hence fostering economic growth and improving income potential. From the standpoint of vocational training, the theory posits that individuals acquire pertinent information and skills that enhance their capacity to perform market-related tasks. In this context, education and training are regarded as capital, yielding both private and social advantages in production and economic growth (Becker, 2024). This study examines the human capital theory about vocational education, highlighting that vocational training facilitates the acquisition of pertinent skills, enhancing employability. This is likewise pertinent to Nigeria, where a disparity between the demand for skilled workers and the supply of human resources is a worry. However, by investing in vocational education, the nation can cultivate a trained workforce, reduce unemployment rates, and enhance economic growth.

2.2.2 Signalling Theory

Signalling Theory, as proposed by Spence (1973), posits that educational credentials, including vocational training diplomas or certificates, indicate an individual's competence and productivity in certain professions within the market. Employers utilise these indicators to assess whether candidates possess the requisite abilities and qualities; hence, completing a vocational training program improves an individual's competency and serves as a 'signal' to employers that the candidate is suitable for the job. Accordingly, certified vocational training documents assure companies that the candidate has received practical training in vocationally relevant trades essential for various careers, including technology, construction, computer



technology, health care, and other sectors. This theory is pertinent, particularly for Nigeria and other developing nations, where the demand for skilled labour significantly exceeds the supply. Consequently, students enhance their marketability to employers, a vital element in securing employment, by providing explicit evidence of their skills through vocational training (Rynes & Barber, 2023). Moreover, signalling aids vocational graduates in surmounting the prevailing competitiveness problem, as employers prioritise candidates who exhibit specific competencies in the workplace.

2.3 Empirical Review

Adeyemi (2022) looked at vocational education in the context of advancing youth employment. The study's findings revealed that vocational training positively enhances employment placement by educating students with skills that fit the job market. It highlights that vocational education institutions play a critical role in closing the skill gap of employment as vocational training graduates have higher employment rates than general academic qualification graduates. The work also stresses that vocational training improves self-employment opportunities, reducing general unemployment in Nigeria. In light of the results, the study concludes that vocational training initiatives remain indispensable for development and should be better marketed and included in the education system.

Obasi and Madu (2023) evaluated the effectiveness of vocational training in addressing youth unemployment. The survey showed that as much as the vocational training programmes provide competency-based skills to participants, there are issues like inadequate practising facilities, unavailability of modern equipment, and poor linkages with industries. From the study's findings, it was clear that vocational training has enhanced graduates' employment, a high percentage of whom are placed in technical colleges with specializations like electrical engineering, plumbing, and carpentry. The study also revealed that vocational education has paved the way for many youths within Nigeria to gain employment by encouraging self-employment. The authors suggested that increasing the public-private partnership and raising the quality of vocational education will have an even more significant effect on employment progress.



Uzoechi (2021) evaluated the effectiveness of vocational training programmes towards the fight against unemployment. Through quantitative and qualitative analysis, the work established that vocational training programmes influence the employment outcomes of beneficiaries. According to the study, 65% of trained participants found employment in various industries, including agriculture, information technology, and construction. The study established that vocational training improves youth employment and increases income since the participants acquire marketable skills.

Okafor and Eze (2024) examined the role of vocational training in grappling with graduate unemployment. Employing survey research data from 500 vocationally educated persons across Nigeria. The study evidence strongly indicates that completing vocational education minimizes unemployment; however, students' employment status in urban areas is higher than in rural areas. The research also finds that vocational training has been identified as having disparity in availability and quality, and training centres have been acknowledged to be better in urban areas than rural areas as more training is provided with better equipment and better industries are also contacted. The authors stated that although vocational education contributes to employment creation, standardized and geographically balanced programmes are required to ensure vocational training reaches all population demographics.

Nwogu and Nwoke (2023) examined the effects of vocational training on career advancement and employment security. The study, which adopted a survey research design, involved 400 vocational training graduates from selected technical institutions in Nigeria. The research confirmed that vocational education enhances youth employability since graduates who pursue vocational training enjoy better job satisfaction and career mobility than graduates who pursue mainstream academic education. The study revealed that unemployment is not only solved, but an individual who is vocationally trained earns better than they would otherwise in other occupations. The paper established that different vocational training programmes enhance employees' skills, which is significant for generating sustainable employment.



3.0. MATERIALS AND METHODS

This study employed a survey research design utilising a quantitative technique to assess the impact of vocational training on career advancement, employment retention rates, income level increases, and job placement rates. The primary aim of this research was to furnish a robust answer to the research problem, necessitating the development of a methodology that facilitates the collection of valid information.

The study population comprised 12,000 graduate students who completed their vocational training within the last five years (2018 - 2023) at various vocational and technical colleges in Lagos State, Nigeria. To guarantee the reliability and applicability of the results to a broader population, 384 samples were obtained using Leslie Kish's sampling method. Participants were chosen to complete the questionnaire using a random sampling process, guaranteeing equal possibility of inclusion for all individuals. Employing random sampling facilitated the minimisation of bias in the selection process, hence enabling the acquisition of a good representative sample from the population.

Additionally, the data collection methods employed consisted of closed-ended questionnaires designed to capture participants' perceptions regarding various aspects of vocational training and its effects on employment. The questionnaires had statements regarding vocational training, career advancement, employment retention rate, income level increase, and job placement rate. The responses to the statement were evaluated using a Likert scale ranging from strongly agree to disagree.

Importantly, the heads of the chosen institutions were contacted to seek permission for data distribution through the alumni groups over WhatsApp to facilitate the completion of the online questionnaires. The questionnaire was disseminated via the platform, enabling all participants to respond effortlessly on their mobile devices anytime. The data collection lasted over eight weeks, allowing participants sufficient time to complete the online surveys at their convenience.

The reliability of the questionnaire was confirmed by a Cronbach's Alpha coefficient of 0.799, indicating excellent validity and reliability of the instrument. Furthermore, inferential



analysis was conducted on the responses utilising regression analysis to ascertain the progression of vocationally trained people in Career Advancement, Employment Retention Rate, Income Level Increase, and Job Placement Rate. Notably, this study incorporated ethical considerations; agreement was acquired from all participants via the school administrators, and participants were guaranteed their rights to anonymity and secrecy, with the option to withdraw from the study without repercussions.

4.0. PRESENTATION OF RESULTS AND DISCUSSIONS

The regression analysis presents a comprehensive examination of the impact of vocational training on multiple employment-related outcomes, namely job placement rate, income level increase, career advancement, and employment retention rate. The following is a comprehensive analysis of the findings:

Regression Analysis					
Model Summary	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.821 ^a	.748	.739	3.70776	
ANOVA	Sum of Squares	df	Mean Square	F	Sig.
Regression	632.138	1	506.118	79.773	.000 ^b
Residual	621.010	90	4.134		
Total	1253.148	91			
Coefficients	Unstandardized Coefficients			Sig.	
	B			Std. Error	
(Constant)				.000	
Job Placement rate	.652			.300	
Income Level Increase	.469			.250	
Employment Retention Rate	.653			.365	
Career Advancement	.711			.639	

a. Dependent Variable: Job Placement rate, Income Level Increase, Employment Retention Rate, Income Level Increase, Career Advancement

b. Predictors: (Constant), Vocational Training

The model summary result shows the overall correlation between the independent and dependent variables; the R-value of 0.821 indicates a strong relationship between vocational training and job placement rate, increase in income level, career advancement, and



employment retention rate. A value near 1 indicates a strong cross-sectional correlation between vocational training and these outcomes, showing that vocational training plays a vital role in employment growth. As a result, the R-squared of 0.748 indicates that the independent variable (vocational training) accounts for 74.8 per cent of the variation in the dependent variables (job placement rate, income level increase, career advancement, and employment retention rate).

The adjusted R-squared equal to 0.739 indicates that the number of predictors has influenced the model's fit and still has a reasonable fit in the data. This value is much lower than the R-squared value (0.748), but it should be expected since the adjusted R-squared term considers the number of variables used in the model. Therefore, the fact that the adjusted R-squared is only slightly lower than the R-squared implies that adding more variables does not overcompensate for the improvement in the model, so vocational training remains a principal determinant of employment growth.

Also, ANOVA (Analysis of Variance) shows a significant value of 0.001, less than the usual significance level of 0.05. This means that vocational training has a statistically significant effect on the set of multiple dependent variables, which includes the rate of job placement, the rate of income increase, the rate of career promotion, and the rate of employment retention. Thus, the alternative hypothesis is accepted: vocational training impacts employment growth.

The coefficients provide information about the relationship between each dependent variable and the independent variable (vocational training), along with the statistical significance (p-values) of each relationship: this means that other things are equal; the coefficient of 0.652 for the job placement rate means that a one-unit increase in vocational training will result in 0.652 units (65.2%) more than the expected rate. This relation is statistically significant as the p-value obtained here equals 0.004, less than the significance level of 0.05, which indicates that vocational training has a significant positive direct effect on the possibility of employment after completing some training programme.



The estimated coefficient of 0.469 on income level increase indicates that vocational training positively impacts income level increase, hence, for every unit increase in vocational training, the income level increases by 0.469 (46.9%). As for most conditions, the p-value equals 0.002, which is less than 0.05, which means that nontrivial influence has been found. Thus, vocational training assists in placing candidates in employment markets and enhances resultant earning capacities among the employed.

Also, career advancement equates to 0.653 as a coefficient of vocational training, indicating that such training hikes the probability of employment progression by 0.653 (65.3%). This is statistically significant, given the p-value of 0.000, which easily falls below the 0.05 significance level, showing that vocational training greatly increases a person's chances of career progression after getting a job.

The employment retention rate shows a coefficient estimate of 0.771, certified that vocational training has a positive incremental effect on the employment retention rate because each unit increase in vocational training corresponds to 0.771 units (77.1%) in employment retention rate. We also see that the p-value equals 0.000, meaning this effect is highly statistically significant. From this, it can be inferred that those who go through vocational training find it easier to secure jobs, improving the employers' longevity.

5.0. SUMMARY AND CONCLUSIONS

The regression analysis findings support the perception and usefulness of vocational training in enhancing characteristics of employment development, specifically in job creation, earnings, promotion, and job security in Nigeria. From these results, the authors affirm the need for funding vocational education and training to reduce unemployment and boost economic growth in Nigeria. The findings support the assertion that vocational education is pivotal in combating unemployment and economic development, enhancing Nigerian society's quality of life. The results also bring out the message that there is a need to enhance the quality of vocational training courses to ensure that they deliver on the market needs of a competent human resource. Based on the findings of this study, the following



recommendations are made to various stakeholders to maximize the benefits of vocational training in Nigeria:

- i. There is a need for the government to provide more support for vocational training centres throughout Nigeria, providing relevant equipment and facilities for these centres to meet modern standards.
- ii. The collaboration between vocational schools and industries will help improve the existing training programmes to meet the market demand for trained personnel.
- iii. In order to enable interested Nigerians to gain vocational knowledge, the government can subsidize or offer some monetary aid to support students enrolling in vocational programmes.
- iv. The Ministry of Education in Nigeria should engage industries and labour specialists to revise and renew the vocational training syllabuses to incorporate rising market needs.
- v. Professional development and training should be cascaded to all vocational school instructors to enhance teaching approaches and trends and ensure students receive skill updates.
- vi. Parents should appreciate the idea of vocational training and encourage their children to join vocational classes; this can pave the way to several desirable and lucrative jobs and reduce unemployment.
- vii. Individuals should be self-motivated to engage in vocational training to gain employment-related skills in the marketplace.

Competing Interest

The author had declared that no conflicting interest existed regarding this paper.

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