

ERADICATING YOUTH UNEMPLOYMENT THROUGH SKILLS ACQUISITION IN ELECTRICAL/ELECTRONIC TECHNOLOGY IN AN ERA OF UNCERTAINTIES IN NIGERIA

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Abstract

The study assessed the electrical/electronic technology skills for eradication of youth unemployment in an era of uncertainties in Nigeria. Two research questions and two hypotheses guided the study. Descriptive survey design was adopted for the study. Population for the study was 48 consisting 35 lecturers and 13 technologists in the departments of Vocational and Technology Education in Rivers State University and Technical Education in Ignatius Ajuru University of Education, Rivers State. There was no sampling as the population was manageable in size. A 48 item structured questionnaire was used for data collection. Mean was used to answer research questions and t-test to test the null hypotheses at .05 level of significance. Findings of the study revealed that identification of key electrical appliances, tools and materials, understanding of wiring systems, including the ability to install, connect, and maintain wiring in residential, commercial, and industrial settings among others are electrical installation and maintenance skills for eradication of youth unemployment in an era of uncertainties in Nigeria. Also, the study found out that technical skills such as circuit analysis and design, soldering and desoldering, component identification and testing, and proficiency in use of testing instruments among others are electronics servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria. This study among others recommends that educational institutions should place more emphasis on practical works than theoretical concepts in teaching electrical/electronic technology to enable students gain relevant employability skills.

Keywords: Youth Unemployment, Skills Acquisition, Electrical/Electronic Technology, Uncertainties

Introduction

Nigeria, the world's most populated black nation, is currently experiencing tough times plagued by economic, political, and social uncertainties. These uncertainties critically affect the nation's development and the overall welfare of its citizens. The Nigerian economy being the largest in Africa, is faced by significant economic uncertainties that pose challenges to its growth and development. These uncertainties are

largely driven by fluctuations in global oil prices, high inflation rates, and structural weaknesses within the economy. Nigeria's heavy reliance on oil exports and revenues makes its economy highly vulnerable to global oil price fluctuations. Olawale (2022) found out that the recent volatility in oil prices has intensified economic instability, leading to a decrease in government revenue and foreign exchange reserves. This implies that government revenues decline sharply as

oil prices drop which leads to budget deficits, reduced public spending as well as the budget padding saga. Thus, the oil sector's volatility has contributed to the broader economic instability in Nigeria.

Additionally, inflation rates have soared, further straining the purchasing power of Nigerians (National Bureau of Statistics, 2023). High inflation rates have eroded the purchasing power of Nigerian citizens, thereby increasing poverty and inequality. The National Bureau of Statistics (NBS) reported an inflation rate of 18.5% in 2023, driven by rising food prices and currency devaluation (NBS, 2023). The Nigerian Naira has also suffered significant devaluation, increasing the cost of imports and creating additional pressure on the economy. Nigeria's economy is further characterized by several structural weaknesses, including inadequate infrastructure, a large informal sector, and low levels of industrialization. These issues hinder economic diversification and sustainable growth. The World Bank highlights that Nigeria needs substantial investment in infrastructure and human capital to overcome these challenges (World Bank, 2023).

Amongst all these uncertainties, the issue of youth unemployment seem to be the most challenging. This is because Nigerian youths who are significant stakeholders and active players in the national development agenda find it difficult to get jobs and because of their joblessness, they engage in all sorts of nefarious activities just to survive. According to Okwelle and Assor (2022), Nigerian youths constitute two-third of the nation's entire population. Thus, several researchers and studies have found out that over sixty-four (64) million Nigerian youths are unemployed (National Population Commission, 2013; Ojo et al., 2014; Ogide et al., 2020). Unfortunately, over 80% of graduates of various Nigerian tertiary institutions especially the youths are not employed annually (Florence & Ekpungu, 2015; Ogide et al., 2020). The National Population Commission report in

Ekezie and Owo (2019) reported that about 60% of Nigeria's population is made of the youths and majority of them are unemployed. Therefore, youth unemployment is one of Nigeria's most pressing socio-economic challenges, with significant implications for the country's stability and development. The high rate of unemployment among young people not only hampers economic growth but also contributes to social unrest and insecurity. Unemployment in Nigeria is indeed a cause for alarm. Mustapha et al. (2019) posited that unemployment is a perilous situation that has left the youths in a cycle of poverty that crumble their self-confidence and bright future in Nigeria. Fanimu and Okere in Okwelle and Assor (2022) noted that unemployed youths are readily available for societal vices criminal activities that undermine the stability of a society. This may be attributed to the saying that an idle mind is the devil's workshop.

Nigeria has one of the highest youth unemployment rates in the world (World Bank, 2023). The National Bureau of Statistics stated that the youth unemployment rate was 42.5% in 2023 (NBS, 2023). This alarming figure reflects the inability of the economy to create sufficient job opportunities for the growing youth population, leading to widespread frustration and disillusionment among young Nigerians. One of the major factors contributing to youth unemployment in Nigeria is the mismatch between the education system and the labor market. Olajide (2022) found out that many graduates possess qualifications that are not aligned with the needs of employers, resulting in a large pool of educated but unemployed youths. This skills gap according to the World Bank (2023), underscores the need for reforms in the education sector to ensure that curricula are tailored to meet the demands of the economy.

The Nigerian economy currently faces several structural issues that have limited job creation in the country. These

issues include over dependence on oil revenues, inadequate infrastructure, and a large informal sector. These issues according are critical challenges to economic diversification and sustainable growth. These economic challenges hinder the development of industries that could absorb the growing youth labor force. The high rate of youth unemployment has profound social implications. Unemployed youths are more susceptible to engaging in criminal activities, including armed robbery, drug trafficking, and cybercrime (Amnesty International, 2023). Additionally, the lack of job opportunities fuels emigration, with many young Nigerians seeking better prospects abroad, leading to a brain drain that further weakens the country's human capital base (Akinola & Adekile, 2024).

Okorieocha et al. (2024) opined that the high percentage of youth unemployment, poverty, insecurity, and economic crisis could be mitigated to a reasonable level if the majority of Nigerian youths are Self-reliant. However, for youths to attain self-reliance, they are required to be able to render valuable services to the society and these services can be rendered if they have the requisite skills to adequately deliver. Thus, it is indeed very crucial for youths to acquire skills to enable them become self-reliant and even job creators. Skill is a specific ability developed through conscious and consistent efforts in order to successfully complete challenging tasks or duties (Okorieocha et al., 2024). Skill encompasses the ability to use one's knowledge effectively and readily in execution or performance, implying an intuitive and practiced proficiency. Smith and Brown (2023) defined skill as the learned capacity to carry out a task with pre-determined results often within a given amount of time, energy, or both. A skill is could be described as a combination of knowledge, experience, and abilities that equips an individual to adequately perform a specified task. Thus, a skill could be defined as the effectiveness of an individual in performing a task or various tasks within a

specific time frame. A skill is most usually the result of regular training, practice and experience.

Skills acquisition is the ability to obtain specific knowledge, experience, and abilities to ensure adequate performance of a specific task. It could also be described as the attainment of requisite skills by an individual or group of individuals to enable them accomplish specified tasks. Skills acquisition is all about equipping individuals with skills and capacity relevant to specific tasks. Uzoka and Bayode in Ogeh (2023) opined that these skills can be obtained through various means such as teaching, training, retraining, practical experience, and on-the-job training. Okwelle and Assor (2022) opined that the purpose of skill acquisition is to develop skilled workers and renew their necessary skills to suit labour market demands. Further, Okwelle and Amaechi in Ogeh (2023) discovered that gaining technical skills in areas such as automobile technology, building technology, electrical/electronic technology, metalwork technology, woodwork technology, among others, will empower youth and contribute to reducing unemployment.

Electrical/Electronic Technology (EET) is a very important component of Technology Education offered in various Nigerian tertiary institutions like universities, polytechnics and colleges of education. As stated in its Core Curriculum and Minimum Academic Standards for the Nigerian University System (CCMAS), the National Universities Commission (NUC) highlights Electrical/Electronic Technology as one of the five major trades under the Technology Education programmes offered in Nigerian Universities (NUC, 2023). It encompasses the use of scientific knowledge in the design, repair, installation, and maintenance of electrical equipment. It is that aspect of technical education which involves the acquisition of practical skills in principles of electricity, design, construction, and operation of electronic devices and other electrically charged

particles in addition to basic scientific knowledge, attitude and values. Ryder and Fink in Tombari (2024) defined Electrical/Electronic Technology as an area of engineering that studies the practical applications of electrical power in all of its forms, including those related to electronics.

The Electrical/Electronic Technology programme in Nigerian universities, Polytechnics, and Colleges of Education (Technical) is organised to produce proficient electrical/electronic engineers, technologists, and technicians. The National Board for Technical Education (NBTE, 2011) emphasizes that an electrical/electronic technology should be capable of testing, diagnosing, servicing, and fully repairing any issues related to electronic equipment or installations, as well as understanding the primary units and systems according to manufacturer specifications and the National Electrical Code which form the foundation of the electrical and electronics technology program. The Electrical/Electronic Technology program leads to various qualifications: a Bachelor in Technology (B.Tech.) and a Bachelor in Engineering (B.Eng.) in universities, and a Higher National Diploma (HND) and a National Diploma (ND) in polytechnics. When effectively implemented, the program aims to produce skilled electricians and craftsmen in the electronics trade, contributing to Nigeria's industrial and technological development, creating employment opportunities, and fostering self-reliance through adequate skill acquisition. Among other skills that could be acquired through electrical/electronic technology, this study specifically focused on electrical installation and maintenance works skills and electronic servicing skills that could be acquired for eradication of youth unemployment in an era of uncertainties in Nigeria. Thus, skills acquisition can empower youths to develop their abilities to benefit them and the society at large. This could be attained by encouraging self-employment in the electrical/electronic technology field that

would go a long way to eradicate unemployment especially in Nigeria in this era of uncertainties.

Statement of the Problem

Electrical/Electronic Technology is designed to empower students with requisite practical knowledge, skills, and attitudes in principles of electricity and electronics. It further ensures the acquisition of work skills and is crucial in improving the lives of youths by making them self-reliant citizens of their country who would contribute their quota towards job creation and national development.

Unfortunately, despite various government initiatives and policies aimed at addressing youth unemployment in the country, many young Nigerians still struggle to secure stable and meaningful employment. This could be because the country is yet to ensure sincere commitment and value to skills acquisition particularly in electrical/electronic technology, hence the unemployment crisis in the nation. As a result, many youths wander the streets without jobs or skills for self-employment, leading to unrest manifested in crises such as armed robbery, cultism, prostitution, fraud, kidnapping, oil pipeline vandalization, terrorism, drug trafficking, and political thuggery, among other issues (Okwelle & Assor, 2022).

One promising solution is the acquisition of practical skills in fields such as Electrical/Electronic Technology. Nigerian youths need to be empowered with such skills that enable self-reliance and job creation. This would in turn reduce the unrest caused by the effects of unemployment. Hence, there is an urgent need to promote skills acquisition in electrical/electronic technology to eradicate youth unemployment in an era of uncertainties in Nigeria.

Purpose of the Study

The main purpose of this study was to assess the electrical/electronic technology skills for eradication of youth

unemployment in an era of uncertainties in Nigeria. Specifically, the study sought to:

- i. determine the electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria.
- ii. ascertain the electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Research Questions

The following research questions guided the study:

- i. What are the electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria?
- ii. What are the electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria?

Hypotheses

The following null hypotheses were tested in the study at .05 level of significance.

- i. There is no significant difference in the mean responses of lecturers and technologists on the electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria.
- ii. There is no significant difference in the mean responses of lecturers and technologists on the electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Methodology

Results

Research Question One

What are the electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria?

The study adopted a descriptive survey design. The population for the study comprised 48 respondents consisting 35 lecturers and 13 technologists in the departments of Vocational and Technology Education in Rivers State University and Technical Education in Ignatius Ajuru University of Education, Rivers State. There was no sampling because the population was manageable in size. The instrument used for the study was a structured questionnaire validated by two experts and tested for reliability. The instrument used for data collection for the study was a structured questionnaire developed by the researchers. The questionnaire was administered to the respondents using Google forms which ensured automatic recording of the responses. The respondents were requested to complete the questionnaire online as soon as possible and notify the researcher immediately they respond. The researchers recorded hundred percent (100%) response rate within three weeks. Descriptive and inferential statistics were used in data analyses. Specifically, the data collected were analyzed using mean, standard deviation and t-test. Mean was used to answer the research questions while the t-test was used to test the null hypotheses at 0.05 level of significance. The decision rule for the research questions was a cut-off point of 3.50. The hypotheses were accepted when the computed value of t (t -calculated) at $p < 0.05$ level of significance at an obtained degree of freedom is less than the t -table value, otherwise it was rejected. The data analysis was computed with a computer software programme; statistical program for social sciences (SPSS).

Table 1: Mean Responses of Lecturers and Technologists on Electrical Installation and Maintenance Works Skills for Eradication of Youth Unemployment in an Era of Uncertainties in Nigeria.

S/No	Item Statements	Lecturers N ₁ =35		Technologists N ₂ = 13		Decision
		$\bar{x}_1$	SD ₁	$\bar{x}_2$	SD ₂	
1	Identification of key electrical appliances, tools and materials	4.588	.507	4.556	.616	Agree
2	Understanding of wiring systems, including the ability to install, connect, and maintain wiring in residential, commercial, and industrial settings	4.588	.507	4.556	.511	Agree
3	Familiarity with local and international electrical codes (e.g., NEC, IEC)	4.765	.437	4.778	.428	Agree
4	Ensuring compliance with Electrical Codes and Standards during installation and maintenance	4.647	.493	4.556	.616	Agree
5	Adhering to electrical safety precautions/regulations	4.647	.493	4.666	.485	Agree
6	Evaluating potential hazards and ensuring safety measures are in place to prevent accidents	4.588	.507	4.611	.502	Agree
7	Proficient use of tools such as voltmeters, ammeters, pliers, wire strippers, and conduit benders for effective installation and troubleshooting	4.765	.437	4.778	.428	Agree
8	Ability to identify and diagnose simple and complex electrical issues, using logical methods to find and fix faults	4.647	.493	4.667	.485	Agree
9	Prudent use of electrical materials during installation and maintenance	4.588	.618	4.611	.608	Agree
10	Ability to creatively design electrical wiring and installation blueprints	4.647	.606	4.778	.428	Agree
11	Understanding and interpretation of electrical schematics and blueprints to install and maintain electrical systems accurately	4.882	.332	4.889	.323	Agree
12	Proficiency in installing electrical fixtures, circuit breakers, transformers, and other related equipment	3.647	.786	3.833	.858	Agree

13.	Proficiency in applying various electrical wiring techniques	4.824	.393	4.833	.384	Agree
14.	Measuring and marking out skills	4.529	.515	4.500	.515	Agree
15.	Effective application of testing equipment in electrical installation and maintenance works	4.706	.470	4.778	.428	Agree
16.	Effective application of circuit diagrams to assist in electrical maintenance	3.882	.928	3.889	.900	Agree
17.	Carrying out needs assessment for electrical equipment replacements.	4.647	.493	4.722	.461	Agree
18.	Ability to effectively estimate electrical maintenance costs	4.588	.507	4.556	.511	Agree
19.	Monitoring, supervision and evaluation of electrical installation and maintenance works	4.706	.470	4.778	.428	Agree
20.	Application of project management techniques in electrical installations and maintenance works	4.471	.624	4.556	.511	Agree
21.	Effective communication with clients, colleagues, and supervisors to ensure work is done according to specifications	4.235	.831	4.278	.826	Agree
22.	Developing innovative solutions for complex electrical issues and adapting to new challenges	4.529	.875	4.556	.856	Agree
23.	Efficiently managing time to complete installation and maintenance tasks within deadlines	4.941	.243	4.833	.515	Agree
Grand Mean/Standard Deviation		4.568	.546	4.590	.549	Agree

Data presented in Table 1 shows that all the 23 items have the mean ratings of lecturers and technologists above the cut-off point 3.50 as confirmed by their grand means of 4.568 and 4.590 respectively. This reveals that all the items were accepted by the respondents as electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Research Question Two

What are the electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria?

Table 2: Mean Responses of Lecturers and Technologists on Electronic Servicing Skills for Eradication of Youth Unemployment in an Era of Uncertainties in Nigeria.

S/No	Item Statements	Lecturers N ₁ =35		Technologists N ₂ = 13		Decision
		$\bar{x}_1$	SD ₁	$\bar{x}_2$	SD ₂	
24	Understanding and analyzing electronic circuits	4.444	0.616	4.246	0.510	Agree
25	Ability to read and interpret circuit diagrams for diagnosing faults	4.333	0.686	4.318	0.477	Agree
26	Mastery of soldering techniques to join components in repairing circuit boards	4.611	0.608	4.636	0.492	Agree
27	Proficiency in desoldering techniques for removing and replacing components without damaging circuit boards	4.611	0.502	4.727	0.631	Agree
28	Identification and testing of various electronic components, such as resistors, capacitors, diodes, transistors and integrated circuits	4.556	0.511	4.864	0.351	Agree
29	Proficiency in using multimeters, oscilloscopes, signal generators, and other diagnostic tools for troubleshooting, identifying faulty components and repairing electronic devices	4.412	.618	4.444	.616	Agree
30	Ability to interpret readings to assess the condition of electronic components and circuits	4.941	.242	4.944	.236	Agree
31	Knowledge of electrical theory, including voltage, current, resistance, and power	4.353	.702	4.444	.616	Agree
32	Ability to replace or repair individual components on circuit boards	4.765	.437	4.833	.384	Agree
33	Knowledge of where to source replacement parts and how to match specifications	4.471	.624	4.556	.616	Agree
34	Knowledge of both analogue and digital electronics, including logic gates, microcontrollers, and signal processing	4.824	.393	4.133	.384	Agree
35	Skills in working with microcontrollers and microprocessors, including programming and replacing faulty chips	4.529	.624	4.111	.608	Agree
36	Basic mechanical skills for	4.824	.393	4.178	.428	Agree

.	disassembling and reassembling electronic devices					
37	Understanding of how mechanical issues can affect electronic performance	4.235	.9701	4.278	.958	Agree
38	Ability to update, reinstall, or repair firmware and software in devices like smartphones, computers, and other embedded systems	3.941	.899	4.056	.938	Agree
39	Knowledge of safety practices to prevent electric shock, component damage, or other hazards	3.765	1.201	3.889	1.231	Agree
40	Proper use of tools and equipment to ensure safe and effective repairs	4.235	.753	4.222	.732	Agree
41	Ability to diagnose issues systematically to identify the root cause of electronic malfunctions	4.118	1.111	4.122	1.114	Agree
42	Attention to Details and Precision in electronics repairs	3.882	.928	3.833	.924	Agree
43	Ability to analyze situations and think critically when dealing with complex problems where standard solutions may not apply	3.941	1.144	3.889	1.132	Agree
44	Effective communication to clearly explain technical issues to clients and understand their concerns	3.882	.781	3.833	.786	Agree
45	Ability to prioritize tasks and manage time efficiently especially when dealing with multiple repair jobs	4.000	1.061	4.167	1.043	Agree
46	Ability to provide excellent customer service, including handling inquiries, complaints, service follow-ups and ensuring customer satisfaction	4.177	.809	4.278	.826	Agree
47	Documentation of repair procedures and issues for future reference	4.412	.870	4.589	.916	Agree
	Grand Mean/Standard Deviation	4.344	.729	4.316	.706	Agree

Data presented in Table 2 shows that all the 24 items have the mean ratings of lecturers and technologists above the cut-off point 3.50 as confirmed by their grand means of 4.344 and 4.316 respectively. This reveals that all the items were accepted by the respondents as electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Hypothesis One

Ho₁: There is no significant difference between the mean responses of lecturers and technologists on electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Table 3: Summary of t-Test Analysis of Mean Responses of Lecturers and Technologists on Electrical Installation and Maintenance Works Skills for Eradication of Youth Unemployment in an Era of Uncertainties in Nigeria.

Groups	No	Mean	Standard Deviation	Level of Sig.	df	t-cal	t-tab	Decision
Lecturers	35	4.568	0.546	0.05	46	-	1.68	Accept
Technologists	13	4.590	0.549					
						0.12		

The t-test analysis presented in Table 3 indicates that the calculated value of t (t-cal) which is -0.12 is less than the table value (t-tab) of 1.69, at 38 degree of freedom and at 0.05 level of significance. Based on the above, the null hypothesis is accepted. Hence, there is no significant difference between the mean responses of lecturers and technologists on electrical installation and maintenance works skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Hypothesis Two

Ho₂: There is no significant difference between the mean responses of lecturers and technologists on electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Table 4: Summary of t-Test Analysis of Mean Responses of Lecturers and Technologists on Electronic Servicing Skills for Eradication of Youth Unemployment in an Era of Uncertainties in Nigeria.

Groups	No	Mean	Standard Deviation	Level of Sig.	df	t-cal	t-tab	Decision
Lecturers	35	4.344	0.729	0.05	46	0.12	1.68	Accept
Technologists	13	4.316	0.706					

The t-test analysis presented in Table 4 shows that the calculated value of t (t-cal) which is 0.12 is less than the table value (t-tab) of 1.68, at 38 degree of freedom and at 0.05 level of significance. Based on the above, the null hypothesis is accepted. Hence, there is no significant difference between the mean responses of lecturers and technologists on electronic servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria.

Discussion of Findings

Findings of this study revealed that identification of key electrical appliances,

tools and materials, understanding of wiring systems, including the ability to install, connect, and maintain wiring in residential, commercial, and industrial settings, familiarity with local and international electrical codes, and ensuring compliance with Electrical Codes and Standards during installation and maintenance among others are electrical installation and maintenance skills for eradication of youth unemployment in an era of uncertainties in Nigeria. This finding is in line with the findings of Onoh and Onyebuenyi (2014) who found out that electrical installation and maintenance work skills like planning the

layout and installation of wiring, testing of electrical work for safety, competence with tools, effective use of materials, inspection of electrical installation, interpretation of wiring drawing and the likes are highly needed for job creation. The findings are also in agreement with that of Njoku and Ewe (2022) who found out that ability to identify key elements in repair, demonstrate conduit wiring on boards and ability to select appropriate tools among others are practical skills required of technical college graduates of electrical installation and maintenance works for sustainable industrial development.

The study further revealed that technical skills such as circuit analysis and design, soldering and desoldering, component identification and testing, and proficiency in use of use of testing instruments among others are electronics servicing skills for eradication of youth unemployment in an era of uncertainties in Nigeria. This is in consonance with the findings of Ogunleye (2022) whose study revealed that skills in recognizing and testing various electronic components, such as resistors, capacitors, diodes, and transistors for identifying faulty parts are essential skills for electrical/electronic technology graduates. The findings of this study are also in agreement with the views of Ahmed (2021) who found out that proficiency in using multimeters, oscilloscopes, signal generators, and other diagnostic tools are important skills for troubleshooting and repairing electronic devices for electrical installation and maintenance graduates.

Conclusion

Nigeria's unemployment rate could be significantly reduced if the youths acquire skills that will make them to be self-reliant. Electrical/Electronic Technology is designed to empower students with requisite practical knowledge, skills, and attitudes in principles of electricity and electronics. Technical skills such as circuit analysis and design, soldering and desoldering,

component identification and testing, and proficiency in use of use of testing instruments among others if proficiently acquired by youths would help eradicate youth unemployment in Nigeria. However, the technical colleges and tertiary institutions face several challenges ranging from lack of modern facilities, lack of adequate funding, lack of trained personnel and over dependence on theoretical concepts instead of the practical application of these concepts.

Recommendations

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

1. Government should massively support technical colleges and tertiary institutions through funding, provision of modern facilities and manpower to enhance teaching and learning as well as facilitation the acquisition of skills in electrical/electronics technology.
2. Government and other stakeholders should establish well-equipped vocational training centres to enable the acquisition of skills in electrical installation and maintenance works and electronic servicing to equip youths for self-reliance.
3. Educational institutions should place more emphasis on practical works than theoretical concepts in teaching electrical/electronic technology to enable students gain relevant employability skills.

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