



Indonesian Journal of Educational Research and Technology



Journal homepage: <http://ejournal.upi.edu/index.php/IJERT/>

Utilization of Work-Based Learning Program to Develop Employability Skill of Workforce (Craftsmen) In Construction Industry Towards Industrial Development

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ABSTRACTS

This study examined the utilization of a work-based learning program (WBL) to develop the employability skills of craftsmen in the construction industry towards industrial development. Also, it determines the influence of WBL on employability skills of craftsmen challenges militating against effective utilization of WBL, and strategies/techniques for improving utilization of WBL to develop competency and employability skills of craftsmen in construction industries. A descriptive survey research design was used and data was obtained using a structured questionnaire known as the Employability Skill Inventory Checklist. 95 site managers in construction industries and technical instructors in private vocational centers/colleges in Lagos State participated in the study. The analysis was carried out using SPSS version 16.0 for data computation. Mean was used to answer three research questions. Findings revealed that WBL enhances the employability potential of Technical Vocational Education and Training (TVET) graduates by promoting their soft skills, technical and vocational skills. Challenges against the utilization of WBL include; activities related to WBL programs that do not fit neatly into traditional school and lack healthy collaboration between TVET and industry. Also, recommended techniques/strategies for WBL include maintaining frequent communication between parents and teachers, producing regular reports that track each student's progress; skill, knowledge, and attitude should be derived from work undertaken.

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ARTICLE INFO

Article History:

Received 01 Dec 2021

Revised 07 Jan 2022

Accepted 28 Jan 2022

Available online 09 Feb 2022

Keyword:

Craftsmen,
Employability skill,
Industrial development,
Work-based learning,
construction industry,
Workforce.

1. INTRODUCTION

The major challenge that faces the country is the development of a competent workforce with employability skills for industrial development (Singh & Singh, 2008). Workforce development, through well-planned education and training initiatives, will contribute significantly to promoting the interests of individuals, employers, enterprises, the economy, and society within the country. A well-structured Technical Vocational Education and Training (TVET) system will enable productivity, enhance competitiveness and promote entrepreneurial activity. TVET is regarded as workforce education particularly, in its traditional role, facilitates the adjustment of the skills, knowledge, and competencies of man to the changing demands within the society. TVET places emphasis on the skill development of the individuals in chosen occupations. TVET therefore, has an important role to play in raising the quality of workforce and employability skill of craftsmen, increasing job satisfaction and motivating workers as well as enhancing productivity.

Lifelong learning is vital for competitive advantage and economic success for nations, organizations, and individuals (Coffield, 1999). The traditional education pattern in Nigeria, where most learnings took place in school, colleges, or universities first and then working life followed, has given way to one where learning can, should, and does take place in various ways throughout our working and social lives. Learning in the workplace is not a new concept. Informal, Non-formal, and On-the-job training is an integral part of all workforce development through TVET. Individuals learn in different ways; not only in institutions of learning. But the process of learning has to be managed so that the evidence that lies at the heart of learning can lead to the transfer of understanding and the transforming of future. Given the changing views on lifelong learning and the economic imperative for improvements to workforce development, is it not time that technical TVE institutions should take a closer look at their role in helping to meet business skill needs and the opportunities to become more involved in workforce development in the future.

To continue to compete internationally, the construction industry requires a continually better skilled and educated workforce, which is self-motivated, flexible, and adaptive to change. Work-based learning (WBL) is a fundamental aspect of TVET; it is directly linked to the mission of TVET to help learners acquire knowledge, skills, and competencies which are essential in working life. WBL is a process outside the school that effectively integrates classroom curriculum and training with workplace experiences to enhance learning and to develop strong academic and workplace knowledge utilizing the work experience as a source of learning. It emphasizes the student-employee as a learner first, provides student skill development through alternative methods of education and training, and rewards and acknowledges learning that occurs on the job. WBL is much more focused on learning in the workplace, derived from work undertaken for or by an employer (i.e. in paid or unpaid work). It involves the gaining of competencies and knowledge in the workplace, which may include learning undertaken as part of workforce development.

WBL is particularly important because it has the potential to fuse the theoretical and the practical, and inform practice, and can break down the artificial divide between the academic and the vocational; and incorporate the development of those employability skills, such as team-working and communication, into the process of learning rather than as add-ons. It is the ideal form of applied and action learning that makes the learning real and relevant. Hence it has the potential to excite. The main aim of the WBL program is to enhance the employability potential of TVET graduates by promoting their soft skills, technical and vocational skills. The WBL curriculum will be co-developed by the TVET institutes and related

industries. Some studies revealed that some benefits such as improved facilities through industry donations and teachers' knowledge and skills improvement can be possible through the WBL program. WBL shares many features of other forms of workplace learning such as internships, apprenticeships, or on-site classes. It is unique in that it is infused with the demands of the job and is intentionally connected with theory and skills developed in the classroom. The work experience is structured to achieve learning objectives. There is mounting evidence that WBL would be an effective strategy for encouraging young adults to complete both secondary school and post-secondary degrees.

Vocational training centers and Technical colleges are TVET institutions principally established to equip students with relevant technical skills as craftsmen in various occupations. Vocational training centers and technical colleges are the secondary levels of the Nigerian educational system which offers skill-based subjects in construction trade subjects which among others include (wood trades: machine, carpentry and joinery, furniture making and upholstery and building trades are: block laying, bricklaying, and concrete; painting and decorating; plumbing and pipe-fitting). Construction industries involve the product of a diverse group of sub-industries, with many individuals and organizations involved in the construction of a single structure. Skills enhance employability and productivity as well as sustain competitiveness in the global economy. Points out that to develop a skill is to show the habit of thinking, acting, and behaving in a specific activity in such a way that the process becomes natural to an individual through constant practice. Given the importance of WBL for individual learners and organizations, it is perhaps surprising that WBL has not commanded greater interest and involvement by technical vocational education institutions in general.

Nigeria as a developing nation with rich intellectual and material resources should have attained a state where unemployment, crime rate, violence, and numerous social vices are at a minimum. Unfortunately, this is not the case with Africa's largest economy, as reports show large proportions of youths are unemployed and unskilled. Various studies over the years have pointed to skill deficiencies and lower qualification levels as important contributors to poor productivity, the result of a study carried out on graduate turnout, skills, and graduate unemployment in Nigeria by [Akinyemi and Ofem \(2011\)](#). Nigerian graduates largely lack basic skills and competence that are needed in the modern workplace. It has been apparent in many studies that there is a strong link between skills and economic performance and that our productivity gap with other competitor countries is due primarily to skill deficiencies.

The government through vocational institutions has the mandate to empower youths with vocational skills. However, despite the government's effort to solve this problem, unemployment, lack of basic skills, competence that is needed in the modern workplace, and poverty still looms in the country ([Akinyemi and Ofem, 2011](#)). The result of inadequacies in the preparation of graduates in terms of delivering the TVET competency-based curriculum and access to a range of quality learning providers and motivation through work-based learning. Therefore, the crux of the matter is why is there a high level of craftsmen who are unemployably arising from lack of competence and employability skills in Nigeria, although the summary of the objectives of Graduates of TVET program shall have the opportunities to secure employment at the end of the whole course or set up their own business and become self-employed and be able to employ others.

This study determined the utilization of work-based learning programs to develop workforce and employability skills of craftsmen in the construction industry towards industrial development.

Here, research questions are:

- (i) What is the influence of Work-based learning (WBL) on the employability skills of craftsmen in construction industries?
- (ii) What are the challenges militating against effective utilization of WBL in developing employability skills of craftsmen in construction industries?
- (iii) What are the strategies/techniques for improving utilization of WBL to develop competency and employability skills of craftsmen in construction industries?

Work-based learning programs are the process of combining real-world problems with the skills and knowledge to succeed in school and the workforce, John Dewey in the last century advocated education through experience. WBL programs are an integral part of connected learning and help foster the goal of providing students with the skills they need to succeed in TVET institutions and careers. WBL programs provide internships, mentoring, workplace simulations, and apprenticeships along with classroom-based study. In the WBL program, classroom instruction is linked to workplace skills through placements outside of the school that allows students to experience first-hand what adults do in jobs. WBL is central to the organizational shift from an approach based on training (the imparting of specific knowledge and skills) to an ongoing process of personal development under the control of the individual, and part of the development of the learning organization WBL. Provides opportunities for students to learn a variety of skills through rigors academic preparation with hands-on career development experiences, under the guidance of adult mentors, students learn work in teams, solve problems, and meet employers' expectations.

Through WBL, students have the opportunity to see how classroom instruction connects to the world of work and future career opportunities. WBL involves the following: active participation of educators, employees, labor, students, parents, and the appropriate agency and community representatives; development of learning and workplace competencies; motivation to stay in school; improvement of student grades; improvement in student employability; increased awareness of nontraditional career opportunity and help students in identifying career pathway. Through WBL, students see, firsthand, how classroom instruction connects to the world of work and future career opportunities. Benefits of WBL, among others, include: exposing students to adult role models; improving scholastic student's motivation; applying classroom learning; exploring career options; helping students make better decisions and plans; improving post-secondary prospects; helping students understand workplace expectations, and exposing students to state-of-the-art practices and technology. Students to have the opportunity to learn skills and to be introduced to the working world through a variety of WBL activities which will enable them to be prepared to enter the workforce upon graduation from vocational centers/technical colleges.

Employability refers to a person's capability of gaining initial employment, maintaining employment, and obtaining new employment if required (Hogan *et al.*, 2013). In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment. For individuals, employability depends on the knowledge, skills, and abilities they possess, the way they use those assets and present them to employers, and the context (e.g. personal circumstances and labor market environment) within which they seek work. Employability means, having essential functional and enabling knowledge, skills, and attitudes required by the modern workplace, necessary for career success for all levels of education. Employability skills are those skills necessary for getting, keeping, and doing well on a job. These skills include attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Employability is the ability to obtain new employment if

required, i.e. to be independent in the labor market by being willing and able to manage their employment transition between and within organizations.

Extensive research undertaken by the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) in 2001. The report identified personal attributes required for today's employees, as well as eight employability skills. The skills are Communication, Teamwork, Problem-solving, self-management, Technology, Life-long learning skills, initiative and enterprise, planning and organizing skills. Theoretical knowledge alone would not usually prepare an educated person for the world of work. The worker or productive individual must not only be knowledgeable but must also be versatile in the application of skills to perform defined jobs or work employers want their graduate workforce to be technically competent and to be well equipped with complimentary life skills such as problem-solving, reflective and critical thinking, interpersonal and team skills. Other desirable skills include effective communication, character, integrity, and a high level of personal ethics, self-discipline, organizing skills, and abilities to translate ideas into action. Work-based learning offers the opportunity for a successful transition from youth to adulthood. With strong stakeholder support, work-based learning programs have the potential to prepare all students to both be college and career ready.

2. METHODS

The design of the study was a descriptive survey with a researcher-designed questionnaire for data collection. It was conducted in Lagos State, Nigeria. The choice of this zone was motivated by the fact that this state is well known as the economic nerve center of Nigeria. The population of this study comprised 45 Site managers in construction industries and 60 Technical instructors in private vocational centers and technical colleges. The questionnaire utilized for the study was a researcher-developed questionnaire known as the Employability Skill Inventory Checklist (ESIC). The ESIC is a structured questionnaire that consists of four sections, A, BC, and D. Section A sought personal information from respondents, section 'B' 'C and 'D, raised items that address research questions 1, 2, and 3 respectively. The ESIC was structured on a five-point Likert scale and was subjected to face and content validity by three TVET experts at the Department of Science and Technology Education, University of Lagos. Expert's suggestions and recommendations were duly incorporated into the final draft of the ESIC. The Cronbach's Alpha value obtained for the ESIC was 0.87. The instrument was administered by the researchers through research assistants and personal contact. Out of 105 questionnaires administered, 95 were duly filled and returned by the participants. These represented a 95.8% rate of return. The analysis was carried out using the Statistical Package for Social Sciences (SPSS) version 16.0 for data computation. Mean was used to answer the three research questions. Any item with a mean of 3.50 and above was considered agreed, while less than 3.50 was considered disagreed upon.

3. RESULTS AND DISCUSSION

3.1. What is the influence of Work-based learning (WBL) on the employability skills of craftsmen in construction industries?

Table 1 shows the responses of TVET instructors in private vocational centers and technical colleges in Lagos State on the influence of WBL on the employability skill of craftsmen in the construction industry towards industrial development. Respondents agreed to all items as shown in **Table 1**. Items had mean values ranging from 3.96 to 4.31 respectively. The average mean score is 3.78, thus the findings revealed that the WBL program provides both social and academic benefits for students, links what students learn in school to the skills and knowledge

needed for real-world occupation, help students to be active learners, and develop career awareness, exploration, and preparation and employ mastery learning assessments that allow students to demonstrate deep learning of skills and knowledge.

Table 1. Influence of WBL on workforce development employability of craftsmen in the construction industry (N=95) (Bench Mark= 3.5).

| S/No | Influence of WBL on Workforce Development and Employability Skill of Craftsmen | Mean |
|------|---|-------------|
| 1 | Work-based learning programs provide both social and academic benefits for students. | 4.27 |
| 2 | Work-based learning links what students learn in school to the skills and knowledge needed for the real-world occupation. | 4.02 |
| 3 | In work-based learning programs, students have the opportunity to explore potential career options. | 4.23 |
| 4 | WBL use authentic assessments which serve to hold all involved accountable for the learning that occurs on and off the school site. | 4.26 |
| 5 | Work-based learning programs provide the opportunity for students to develop the skills that will be highly valued in future careers. | 4.12 |
| 6 | WBL help students identify career interests and skills by providing connections to industry and opportunities to see options firsthand. | 4.11 |
| 7 | WBL connects academic classroom learning with vocational coursework that merges in-classroom experiences with industry-related opportunities. | 4.01 |
| 8 | Teachers learn about industry programs and provide connections with industry professionals, enabling them to align curriculum to real-world problems. | 4.18 |
| 9 | WBL enables the teacher to work with industry professionals to set authentic outcomes for students, deciding what they are and how they will be measured. | 4.04 |
| 10 | Work-based learning programs help students to be active learners and to develop career awareness, exploration, and preparation. | 3.96 |
| 11 | WBL assessment provides a tool for holding students, teachers, and employers accountable for learning and improvement for students. | 4.01 |
| 12 | WBL programs employ mastery learning assessments that allow students to demonstrate deep learning of skills and knowledge. | 4.31 |
| | Average Mean | 3.78 |

3.2. What are the challenges militating against effective utilization of WBL in developing employability skills of craftsmen in construction industries?

Results as shown in the data presented in **Table 2**, show the mean responses of respondents on challenges militating against the utilization of WBL in developing employability skills of craftsmen in construction industries. A close look at the mean responses of each item shows that respondents agreed with all the items as it is indicated from the table that those challenges received mean values ranging from 3.81 to 4.31 respectively, hence the items were remarked as agreed since each mean value exceeded the cut-off value of 3.50. The average mean score of 4.05 is greater than 3.50, thus the findings revealed challenges to include less attention being paid to practice in schools and over-reliance on paper qualifications; many activities related to work-based learning programs do not fit neatly into a traditional school day; lack of cooperation between the industry and vocational training institutions to accept the student for WBL programs and Insufficient number of qualified instructors and trainers (sector-specific and teaching qualifications) teaching in vocational centers and colleges.

Table 2. Challenges Confronting Utilization of WBL in developing employability skill of craftsmen in construction industries (N=95) (Bench Mark= 3.5).

| S/No | Challenges Confronting Utilization of WBL in Developing Employability Skill of Craftsmen | Mean |
|---------------------|--|-------------|
| 1 | Less attention paid to practice in schools and over-reliance on paper Qualifications. | 4.06 |
| 2 | Many activities related to work-based learning programs don't fit neatly into a traditional school day. | 3.96 |
| 3 | Relatively few schools offer the WBL approach, typically limiting instruction to textbooks and lectures. | 4.14 |
| 4 | Lack healthy collaboration between vocational schools and industries to provide adequate vocational training for youths through WBL. | 3.81 |
| 5 | Ignorance on part of the students' fact that they lack employability skills needed in the millennium workplace. | 4.12 |
| 6 | Lack of connections with industry professionals, to enable schools to align curriculum with students' needs. | 3.96 |
| 7 | Lack of communication between parents and teachers, on student's progress | 4.01 |
| 8 | Poor public education campaigns and activities of WBL to educate and inform youths about opportunities for vocational training. | 4.31 |
| 9 | Administrators without vocational experience and knowledge overseeing the activities of vocational centers and colleges. | 3.97 |
| 10 | Insufficient number of qualified instructors and trainers (sector-specific and teaching qualifications) teaching in vocational centers and colleges. | 4.11 |
| Average Mean | | 4.05 |

3.3. What are the strategies/techniques for improving utilization of WBL to develop competency and employability skills of craftsmen in construction industries?

Table 3 shows respondents' rating of the techniques and strategies that can be adopted to develop workforce employability skills of craftsmen in the construction industry. All items had mean values ranging from 3.81 to 4.32 respectively; hence the items were remarked as agreed, since each mean value exceeded the cut-off value of 3.50 with the average mean score of 4.21, the findings revealed that respondents agree to all the techniques and strategies suggested by the researchers on employability of craftsmen in construction industries.

The study sought to investigate the utilization of a work-based learning program (WBL) to develop employability skills of craftsmen in the construction industry, it identifies the influence of WBL empowerment skills, challenges militating against the utilization of WBL program as well as strategies/techniques that could be adopted in developing employability skills. Based on the data collected and analyzed, findings indicate that TVET experts stressed the influence of WBL in developing employability skills of craftsmen in the areas, of linking what students learn in school to the skills and knowledge needed for real-world occupation, provide the opportunity for students to develop the skills that will be highly valued in future careers, identify students' career interests and skills by providing connections to industry and opportunities to see options first hand and employ mastery learning assessments that allow students to demonstrate deep learning of skills and knowledge. Furthermore, respondents agree that WBL enables the teacher to work with industry professionals to set authentic outcomes for students, WBL connects academic classroom learning with vocational coursework that merges in-classroom experiences with industry-related opportunities and WBL programs help students to be active learners and to develop career awareness, exploration, and preparation.

Table 3. Techniques/strategies for using WBL to develop employability skills of craftsmen (N=95) (Bench Mark= 3.5).

| S/No | Techniques/Strategies for Using WBL to Develop Employability Skills | Mean |
|---------------------|---|-------------|
| 1 | Training contents be aligned with market needs and incorporate more practical experience | 4.32 |
| 2 | Promote healthy collaboration between vocational schools and industries to provide adequate vocational training for youths. | 3.97 |
| 3 | Qualified instructors and trainers (sector-specific and teaching qualifications) should be recruited. | 4.28 |
| 4 | Administrators with vast experience and knowledge of vocational education should be selected to administer vocational centers. | 4.08 |
| 5 | Instructional methods which challenge learners to be motivated and solve problems should be utilized. | 4.21 |
| 6 | The skill, knowledge, and attitude should be derived from work undertaken for or by an employee. | 3.95 |
| 7 | Frequent communication should be maintained between parents and teachers, including bi-monthly reports that track each student's progress. | 4.06 |
| 8 | Individual learning plans and instruction should be created to allow students to move seamlessly between real-world work experiences and on-site instruction. | 3.96 |
| 9 | Students should participate in internships where they can apply their skills to real-world problems and still complete coursework that will prepare them for college. | 4.14 |
| 10 | Funding professional that allows teams of teachers and leaders to develop links between the work-based learning experiences and classroom instruction. | 3.81 |
| 11 | Developing partnerships with the business community that generates long-term commitments to bring students into the workplace for meaningful experiences. | 4.12 |
| 12 | Advocating for policy at the state and federal level for legislation that supports the funding of work-based learning initiatives by industry. | 4.08 |
| Average Mean | | 4.21 |

Findings concerning the influence of WBL on the development of employability skills are in agreement with the reports of who emphasized that WBL is an effective educational strategy for preparing students for success in college and career. To elucidate this, stressed that all future members of the workforce need to develop the so-called soft skills, such as creative problem solving, conflict resolution, communication, and teamwork. In addition to these skills, employers employ individuals who display positive social skills such as self-respect and reliability (Bremer & Madzar, 1995). Work-based learning programs provide the opportunity for students to develop these skills that will be highly valued in future careers.

Furthermore, findings from the study revealed some challenges militating against the utilization of WBL in developing employability skills of craftsmen in construction industries. Respondents agreed that the following are some of the major challenges militating against effective utilization of WBL in developing workforce employability skills which include; many activities related to work-based learning programs don't fit neatly into a traditional school day; lack healthy collaboration between vocational schools and industries to provide adequate vocational training for youths through WBL; administrators without vocational experience and knowledge overseeing the activities of vocational centers and colleges.

Emphasized that given the importance of WBL for individual learners and organizations, it is perhaps surprising that WBL has not commanded greater interest and involvement of TVET institutions. The general lack of interest by the TVET sector in WBL is a reflection of the continuing dominance of the academic route in undergraduate admissions over the vocational/work-based route at many leading universities. Also, the view that there is no best practice evident, though there are some existing successful programs in several areas. Also

asserted that employers are generally unfamiliar with WBL. Robinson added that many lack awareness of its potential as part of a progression route to higher levels of study. To elucidate this, the role of WBL in linked learning reports that employers and employees who have had some experience of it often see it as a rather cumbersome and time-consuming process.

Findings from the study also revealed some techniques/ strategies that can be adopted in developing the workforce employability skills of craftsmen in the construction industry. Respondents agree that some of these strategies/ techniques should include; Training content is aligned with market needs and incorporate more practical experience; promoting healthy collaboration between vocational schools and industries to provide adequate vocational training for youths; developing partnerships with the business community that generates long-term commitments to bring students into the workplace for meaningful experiences and advocating for policy at the state and federal level for legislation that supports the funding of work-based learning initiatives by industry. Furthermore, findings on the strategies revealed approaches such as; frequent communication should be maintained between parents and teachers, including regular reports that track each student's progress; skill, knowledge. Emphasized that employability skills can develop through the following: connecting professional development with curriculum and industry, designing schedules to accommodate real-world learning using block scheduling, and building strong partnerships with post-secondary programs. [Bremer and Madzar \(1995\)](#) also asserted that connections between the classroom and real-world learning enhance high student completion rates, joint planning time for teachers, flexible scheduling, performance-based assessments, development of critical skills, student ownership also makes it possible for craftsmen in the construction industry to develop employability skills

The study has shown that WBL would be very effective in developing workforce employability skills. The study's implication for TVET institutions is that it highlights the specific influence TVET institutions have in helping the workforce to develop employability skills and benefits the workforce can gain in developing employability skills. Successful implementation of the WBL program focusing on the benefits would ensure that workforce employability skills are developed and channeled into more productive means where they can contribute to the nation's economy instead of engaging in crime and other socially degrading activities that disrupt the nation's peace. It is believed that craftsmen empowered through WBL will become worthy and responsible citizens of their societies, self-reliant by providing for themselves their needs and also shunning violence and also their overdependence on white-collar jobs would be reduced since they can be their bosses and employers of labor once adequately empowered.

Industry and employers of labor will have a pool of qualified and skilled/competent craftsmen with employability skills to recruit into their organization, and the dependence on foreign workers would be reduced drastically. Parents who send their children for training in either formal or informal TVET programs through WBL will have the joy of seeing their children become responsible ambassadors of the family. Also, the image of TVET programs will be improved in society and would now be seen as a potent instrument for preparing youths for active service and work in the country, thereby reducing violence and crime significantly. Also, the implication for the government would be that the vast amount of funds allocated for crime control will now be significantly reduced as craftsmen become responsible and law-abiding citizens and such funds can be used for developing industries where the individual can be usefully engaged. The implication of the findings to administrators in the vocational center and technical colleges lies in checking every activity that threatens to disrupt WBL, this will help to reduce waste of resources and time invested in the programs.

4. CONCLUSION

The study investigates the utilization of the WBL program to develop workforce employability skills in the construction industry. The results of the study revealed that WBL has a great influence on employability skills by exposing students to adult role models; improving scholastic students' motivation; applying classroom learning; exploring career options and developing critical skills. The development of employability skills is very essential for craftsmen as it enables them to be gainfully employed and productive, enabling them to become responsible citizens. Findings also revealed some major challenges militating against effective utilization of WBL in developing workforce employability skills which include; activities related to WBL programs do not fit neatly into a traditional school day. The study also highlighted some techniques and strategies that can be adopted for empowering youths. It is believed that if these techniques and strategies are duly adopted, it would ensure effective workforce development and industrial development.

The Ministry of Education through NBTE and its respective agencies charged with the responsibility of developing the workforce should conduct public education campaigns and activities to sensitize, educate and inform craftsmen and industry about the significance of WBL programs. Efforts should be made to strengthen the collaboration between industries, vocational institutions, and TVET providers to ensure that relevant content that meets labor needs is taught to participants of WBL programs. The government through technical education boards should offer counseling, mentorship and provide funds to teach craftsmen to develop employability skills: financial planning skills, business skills, communication skills, customer relation skills as well as basic computer skills needed to enable them to start viable and sustainable enterprises.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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