
INFLUENCE OF VOCATIONAL AND TECHNICAL EDUCATION TRAINING ON JOB CREATION, SELF RELIANCE AND ECONOMIC DEVELOPMENT OF STUDENTS IN COLLEGES OF EDUCATION, KADUNA STATE

By

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ABSTRACT

The study investigated the influence of vocational and technical education training on job creation, self-reliance and economic development of colleges of education students in Kaduna state, Nigeria. As a guide, six objectives were raised and six null hypotheses were formulated. Descriptive survey design was used for the study. The population of the study was 4125 final year in vocational and technical education in two colleges of education (Federal College of Education Zaria and College of Education Gidan-wayaa) in Kaduna state. Four hundred students were randomly selected and used for the study. Data were collected using four rating scale structured questions. The instrument was validated by experts in vocational and technical education. The instrument was pilot tested and data collected were analyzed using Cronbach alpha. The analysis gave reliability coefficient $\alpha = 0.87$. Face to face method was employed to administer the questionnaire assisted by two research assistants. Data analysis was done using Statistical Package for Social Science Program Version (SPSS Version 20). The package was used to run regression analysis in testing null hypotheses 1 to 3 while t-test was employed in testing null hypotheses 4 to 6. All the hypotheses were tested at 0.05 level of significant. The result revealed among others that training provided in vocational and technical education training in the colleges of education students in Kaduna state has not provide the students with requisite skills needed for job creation of, Nigeria. It was concluded that the emphases given to vocational and technical education and various educational reform in the country geared towards solving the rising number of unemployed graduates and the unsustainable economy development in the country will remain illusion and unachievable. Hence the researchers recommended among others that the federal and the state government should constitute a strong committee that will formulate better policy on monitoring, controlling and implementing and evaluating the affairs of vocational and technical education in the country.

Keywords: Vocational. Technical. Education, Training, Job Creation, Self-Reliance, Economic Development

INTRODUCTION

Despite the educational policy introduced by various governments in the county, the problem of unemployment is still affecting the economic development in Nigeria. Soaring evidence shows that the rate of unemployment and underemployed in the country is presently high. Yearly, tertiary institutions in the country continue to produce thousands graduates

that join the labour market in search of gainful employment. The problem is not only on how to address large number of unemployed school graduates, but also how absorb those entering the labour market. Statistically Adejimola and Olufunmilayo (2009) reported that about 80% of school graduates in Nigeria finding it difficult to get employment annually. This is considerably very high compared to the global

unemployment rate is of 6.1% (Asante, 2011). Underlying this problem is the mainstream education system that has not provide school leavers with desirable skills and competencies required for job creation and self-employment. By implication the rate of unemployment in the country has been posing great challenge to the nation.

Persistent high unemployment in the country triggered federal government through ministries of education to search for priority area for educational policy and practice that will equip youths with saleable skills, knowledge and understanding for self-reliance as ways to foster economic progress and reduce unemployment. This is in line with the cardinal philosophy of the National Policy on Education (2013) which emphasized on providing youths with appropriate skills and the development of mental, physical and social abilities and competencies for individual to live in and contribute to the development of the society. As a result, emphasized is given to vocational and technical education in Nigeria. It is hope that VTE will help to develop the human capability in terms of skills, abilities, attitudes, and requisite knowledge needed for self-reliance. Hence the federal government doubles its effort to promote and standardize vocational education in Nigeria. The state governments also joined the call by spearheaded the campaign through emphasizing on vocational and technical education in schools and colleges.

The emphasized given to vocational and technical education in Nigeria is not surprising because there is overwhelming belief that skill formation in VTE is capability of creating more jobs in the country by providing students with the knowledge, skills, understanding and values that will encourage them to build entrepreneurship spirit and culture upon graduation. Earlier, Winer, (2000) posit that vocational education is designed to develop skills, workers to enter and make progress in employment on a useful and productive basis. Recently, Adamu and Abdul (2015) reported that vocational education has the potentials of providing students with knowledge that can be used to

develop new entrepreneurial opportunities. To achieve the objectives of vocational education, recently the federal government introduced mandatory entrepreneurial education to all the tertiary institutions in the country as a way of creating more awareness and encouraging graduates to consider self-employment as a career option. The new development gives the numerous educational reforms that have been put in place in the curricula of tertiary institutions in Nigeria. The question is that to what extent these initiatives provide students with practical skills that will stimulate their career intentions and attitudes towards self-reliance? It is against this background that the researchers carried out the study.

The emphasis on vocational and technical education globally is in the right direction because it remains a pivot upon the wheel of which job creation and self-reliance of any nation revolves. Globally, VTE play a major role on social and economic growth as it is estimated that 80% of the employment is through technical and vocational skills (UNESCO 2005). This explained why Ibrahim (2009) opined that possession of vocational and technical skills is important in preventing youths from becoming social misfits; because these skilled persons become gainfully employed. Nuru, (2007) stated that changes in a country's economy is required to prepare young people for the jobs of the future and technical and vocational education have important roles to play in this process. Amoor (2011) opined that vocational and technical is designed to provide learners with skills that will enable them to enter into employment in his or her chosen career, meet the manpower need of the society, increase the option available to each student, and to enable the learner to wisely select a career. Recently Lesley (2012) reported that VET play a crucial role in alleviation of poverty from the society and provide training for employability. According to McGrath (2012), VET measured as a key for unemployment and poverty mitigation. With this belief in mind, youths supposed to be provided with the basic knowledge, skills and competencies required for self-reliance. It then

appears that VTE is one of the most effective human resource development strategies the government needs to grip in order to enhance job opportunity and improve the economic development.

Despite the various reforms in educational sector and emphasized given to vocational and technical education in the country, the number of unemployed graduates from colleges of education in Nigeria is escalating. Several studies by scholars such as Mari and Kasimu (2010), Udoh (2010) and Adamu (2010) indicate that the attitude towards enterprise and self-reliance of vocational and technical education students in Nigeria is negative. What could be the cause of these? Could the increase in number of unemployment graduates of vocational and technical education an indicator of failure of the programme? What hinder the graduates of vocational and technical education to engage in entrepreneurship activities despites the rising rate of unemployment in the country? The situation instigated the researchers to (i) determine the influence of vocational and technical education training on job creation of colleges of education students in Kaduna state, Nigeria; (ii) investigate the influence of vocational and technical education training on self-reliance of colleges of education students in Kaduna state, Nigeria; (iii) examine the influence of vocational and technical education training on economic development of colleges of education students in Kaduna state, Nigeria; (iv) establish the difference in the mean responses of students based on their institution on influence of vocational and technical education training on their job creation in Nigeria; (v) ascertain the difference in the mean responses of students based on their institution on influence of vocational and technical education training on their self-reliance in Nigeria; and (vi) explore the difference in the mean responses of students based on their institution on influence of vocational and technical education training on their economic development in Nigeria.

Research hypotheses

As a guided the following hypotheses were raised.

1. Vocational and technical education training has no significant influence on job creation of colleges of education students in Kaduna state, Nigeria.
2. Vocational and technical education training has no significant influence on self-reliance of colleges of education students in Kaduna state, Nigeria
3. Vocational and technical education training has no significant influence on economic development of colleges of education students in Kaduna state, Nigeria.
4. There is no significant difference in the mean responses of students based on their institution on influence of vocational and technical education training on their job creation in Nigeria.
5. There is no significant difference in the mean responses of students based on their institution on influence of vocational and technical education training on their self-reliance in Nigeria.
6. There is no significant difference in the mean responses of students based on their institution on influence of vocational and technical education training on their economic development in Nigeria.

METHODOLOGY

Descriptive survey design method was used for the study. The method was considered appropriate because it constitutes the most convenient way to obtain real facts and figures needed from the participants' perspective. This was based on the decision of Kerlinger (2005) who opined that descriptive survey this design should be employed when a research work involves the use of questionnaire to seek the opinions of respondents. The population of the study comprised 4125 final year students' in school of vocational and technical education in the two

Colleges of Education in Kaduna state (Federal college of Education, Zaria and College of Education, Gidan waya). However, the researchers randomly selected 200 students from each institution for the study.

A questionnaire was used to elicit information from the respondents. The questionnaire was divided into two sections, Section one solicits information about the institution of the respondent and section two comprised of thirty questionnaire items used to determine the hypotheses. The instrument which was structured in four rating scale of strongly agree (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point) were validated by four experts. Their corrections and input were incorporated into the final copy of the questionnaire. Reliability of the instrument was established using Cronbach alpha. The analysis gave reliability coefficient $\alpha = 0.87$. Tracy (2006) testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. With this level of reliability index, the instrument was considered capable data for the study.

Face to face method was employed to administer the questionnaire. The method was considered appropriate because it would enable researchers to obtain higher percentage return of properly completed questionnaires. The research team comprised of the lead researchers and two trained

research assistants, who assisted in distributing and retrieval of the questionnaire. Respondents were instructed to respond to the questionnaire in accordance with their level of agreement with the statements contained in the instrument. At each institution, discussion was held with the students that participated in the study. Those who sought for more explanations on some statements were given necessary attention. In each of the nine institutions, two days were given to the respondents, to complete the questionnaires. The exercise lasted for four weeks.

In order to facilitate data analyses, judgment and general conclusion, strongly agree and agree were final considered as agree while disagree and strongly disagree were considered as disagree. Data analysis was done using Statistical Package for Social Science Program Version (SPSS Version 20). The package was used to run regression analysis in testing null hypotheses 1 to 3 while t-test was employed in testing null hypotheses 4 to 6. All the hypotheses were tested at 0.05 level of significant.

RESULTS OF THE STUDY

Null Hypothesis One: Vocational and technical education training has no significant influence on job creation of colleges of education students in Kaduna state, Nigeria

Table 1: Regression analysis on influence of VTE training on job creation in COE students in Kaduna state

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R ²	Adj. R ²	Std. Error the Estimate
	B	Std. Error	Beta						
(Constant)	1.533	.439		3.493	.003				
VTE	.098	.235	.098	.419	.680	.098 ^a	.010	.002	.82

The coefficient of determination in R² is 0.010; therefore, vocational and technical education training determines only 1% of the variation of job creation among students. The regression equation appears not very useful for making predictions since the value of r² is insignificant. This can also be seen in the p-value =

.680 > 0.05, which indicated that the regression line is not a useful predictor of job creation for students in colleges of education in Kaduna state. The hypothesis was retained.

Null hypotheses Two: Vocational and technical education training has no significant influence on self-

reliance of colleges of education students in Kaduna state, Nigeria

Table 2: Regression analysis on influence of VTE training on self-reliance of COE students in Kaduna state

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R ²	Adj. R ²	Std. Error the Estimate
	B	Std. Error	Beta						
(Constant)	2.950	.927		3.182	.011				
VTE	-.050	.322	.052	.155	.880	.052 ^a	.003	.108	1.22

The regression analysis used to determine null hypothesis two revealed the R² value of .003 indicating that VTE training provides only 0.3% of the variation on students' self-reliance. This is also applicable with the p-value = .880 > 0.05 level of significance. The regression analysis therefore indicated that VTE training is not a useful predictor of

self-reliance of students in colleges of education in Kaduna state. The hypothesis was retained.

Null Hypotheses Three: Vocational and technical education training has no significant influence on economic development of colleges of education students in Kaduna state, Nigeria

Table 3: Regression analysis on influence of VTE training on economic development among COE students in Kaduna state

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R ²	Adj. R ²	Std. Error the Estimate
	B	Std. Error	Beta						
(Constant)	2.696	.951		2.835	.020				
VTE	.054	.385	.046	.139	.892	.046 ^a	.002	-.109	1.230

Table 3 presented the R² value of .002 which indicates that VTE training provides students with only 0.2% variation of their economic development. The result was further supported by p-value of .892 was found to be higher than the 0.05 level of significance. The regression analysis therefore indicated that VTE training is not a useful predictor of economic

development of students in colleges of education in Kaduna state. The hypothesis was retained.

Null Hypothesis Four: There is no significant difference in the mean responses of students based on their institution on influence of vocational and technical education training on their job creation in Nigeria.

Table 4: t-test analysis of difference of respondents based on their institutions on influence of VTE training on their job creation in Nigeria

	N	Mean	Std. Dev	Std. Error Mean	t-cal	t-crit	Df	Sig. (2-tailed)
FCE Zaria	182	1.92	0.18	.15				
COE Gidan-waya	178	1.71	0.11	.12	1.39	1.96	360	.061

The result of t-test presented in Table 4 revealed the mean score of 1.92 with standard deviation of 0.18 for FCE Zaria students. Students from COE Gidan-waya had mean score of 1.78 with standard deviation of 1.71. From the analysis, the t-cal was 1.39 and the t-critical was 1.96. The probability value of .000 obtained indicated that indicated that there was no significant difference in the mean responses of the

students based on their institutions on influence of vocational and technical education training on their job creation in Nigeria. The hypothesis was retained.

Null Hypothesis Five: There is no significant difference in the mean responses of students based on their institution on influence of vocational and technical education training on their self-reliance in Nigeria

Table 5: t-test analysis of difference of respondents based on their institutions on influence of VTE training on their job creation in Nigeria

	N	Mean	Std. Dev	Std. Error Mean	t-cal	t-crit	df	Sig. (2-tailed)
FCE Zaria	182	1.70	0.79	0.19				
COE Gidan-waya	178	1.54	0.59	0.16	1.64	1.96	360	.17

The t-test analysis used to determine null hypothesis five revealed the mean score of 1.70 with standard deviation value of for students in FCE Zaria. Those from COE Gidan-waya had mean score of 1.54 with standard deviation value of 0.59. The t-cal value obtained was less than the t-crit (1.64<1.96). This is also applicable to the probability value of .17>0.05. The result therefore indicated that no difference exists in the mean responses of students based on their institution

on influence of vocational and technical education training on their self-reliance in Nigeria. The hypothesis was retained.

Null Hypothesis Six: There is no significant difference in the mean responses of students based on their institution on influence of vocational and technical education training on their economic development in Nigeria.

Table 6: t-test analysis of difference of respondents based on their institutions on influence of VTE training on their economic development in Nigeria

	N	Mean	Std. Dev	Std. Error Mean	t-cal	t-crit	Df	Sig. (2-tailed)
FCE Zaria	182	1.84	0.74	0.13				
COE Gidan-waya	178	1.71	0.65	0.16	1.88	1.96	360	.24

The result of test of null hypothesis six presented in the Table revealed the mean score of 1.84 with standard deviation value of 0.74 for FCE Zaria. Students from COE Gidan-waya had the mean score of 1.71 with standard deviation of 0.65. The analysis revealed the t-cal value of 1.88 against the critical value of 1.96. This is also applicable to the probability value of 0.23>0.05. The result therefore there was no significant difference in the mean responses of students based on their institution on influence of

vocational and technical education training on their economic development in Nigeria. The hypothesis was retained.

DISCUSSION OF THE FINDINGS

The test of null hypothesis one revealed the R² value of 0.010 which means that training providing in vocational and technical education provide students with only 1% for job creation. According to the result of the study, the skills provided to students' vocational

and technical education is low. The finding of the study agreed with that of Yusuff and Soyemi (2012) attributed the high incidence of unemployment among VTE graduates to lack of collaboration between the training institutions and industries and mismatch between training provided and skills required for graduates to be self-employed. Similarly, the study of Nwankwo et al., (2013) reported that despite the educational reform and emphases given to youth empowerment programmes in by the government, there still exist a high rate of unemployment and poverty looming in the nation. The authors attributed this to ability of the programme to provide youths with desire skills needed for self-reliance.

The study further revealed that training provided to vocational and technical education students only provide them with r^2 0.03 of the variation on students' self-reliance. This therefore shows that the chance of graduates of VTE to be self-reliance upon graduation is only 0.3%. By implication the skills given to the students does not prepare them for self-employment. The result of the study was found to be similar with the report of Anyakoha (2009), Obi (2011) and Anaele, Asouzu, Usman (2014) who pointed out that graduates of VTE find it difficult to be self-employment in Nigeria because the graduates are not properly groom as a result of inadequate facilities. The study of Anyakogu (2012) further affirmed that inadequate school facilities have hampered students from acquisition of entrepreneurship skills for self-reliance in Nigeria. Ibrahim (2010) reported that as a result of inadequate availability of essential instructional materials needed, many students' graduates with acquiring the requisite working skills. Garba, Solomon and John (2015) recently acknowledged that most schools are poorly equipped for proper implementation of curriculum. The authors considered the students graduating from schools as ill prepared with little or no skills to initiate job.

The outcome of the study also shows that vocational and technical education training provides students R^2 value of .002 in respect to economic

development. By implication vocational and technical education students only gain 0.2% variation of their economic development through the training provided to them. The contributing influence of the training of students' economic development was insignificant. The was similar with that of Essia (2010) who reported that vocational and technical education students knew little or nothing about starting or running businesses as spelt out in the objectives of programme. The author added that this will affect the poverty level of the students because it is either they were no taught at all, or were taught inappropriately. Nwibo and Okorie (2013) also reported that mismatch skills and knowledge given to students is one of the most important constraints affecting the economic development of graduates because their inability to initiate business. Recently, the study of Adamu and Abdul (2015) reported that inability of vocational and technical education in Nigeria to prepare youths on occupational choice to which they possess minimum skills and abilities that can make them job creators rather than job seekers constitute the economic hardship that graduates are experiencing.

The study indicated that the two colleges of education are having the same experiences regarding null hypotheses one, two and three. This therefore means that the students from the two institutions have similar problem of vocational skills needed for self-reliance which consequentially gave birth to economic hardship. The finding of the study was similar with that of Palmer (1998) who observed that training provided to students in tertiary institutions in Nigeria is generally low. He added that most of the training provided to students involves passive or rote learning and no practical to initiate business. Ahmed (2009) opined that due to the outdated nature of curriculum in tertiary institutions in Nigeria, teaching and learning is mostly passive. The author added that here has been a largely 'top down' supply driven process of skills transfer that ignored generic skills of 21st century.

CONCLUSION

Based on the result of the study, students of vocational and technical education students in colleges of education in Kaduna state are not provided with vocational skills and awareness that will encourage them consider self-employment in their career intentions and aspirations for self-reliance. By implication, if the situation remains unchanged, the philosophy of vocational and technical education in the country will continue to be unachievable. Hence the emphases given to vocational and technical education and various educational reform in the country geared towards solving the rising number of unemployed graduates and the unsustainable economy development in the country will remain illusion and unachievable.

RECOMMENDATIONS

Based on the outcome of the study, the following recommendations were put forward

1. The federal and the state government should constitute a strong committee that will formulate better policy on monitoring, controlling and implementing and evaluating the affairs of vocational and technical education in the country
2. Tertiary institutions should introduce more work-based learning that will link students with mentors so as to gain practical knowledge of a specific trade for self-employment.
3. Facilities and equipment needed to provide students with practical skills in vocational and technical education should be provided. In addition, manpower that will use the facilities should be well groomed to enable them utilize the facilities effectively.
4. Students need to be oriented to start considering self-reliance as alternative means of employment in the country as the labour market cannot longer absorb the number of applicants searching for gainful employment.

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