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Influence of Technical and Vocational Education Training Centers on Youths' Self-Reliance of in  
Bauchi State, Nigeria

By

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### ABSTRACT

*The study determines the influence of technical and vocational education training centers on youths' self-reliance in Bauchi state, Nigeria. The study had two objectives, two research questions and two null hypotheses. Descriptive survey design was used for the study. Four hundred trainees were used for the study. The instrument used to collect information from the respondents was 30 items self-constructed structured questionnaire, titled Vocational Training Centers and Self Reliance (VTCSR) which was validated by experts. The reliability coefficient obtained from pilot study was 0.85. Face to face delivery method was employed in the distribution of the instrument. Respondents were given enough time to complete the instrument and then collected back. The data collected were analyzed using weighted mean score to answer the research questions and regression to test the null hypotheses. The study revealed among others that TVETCs have significant influence on youths' skills empowerment for self reliance. It was therefore, concluded that through TVET scheme youths' can be self reliance in Bauchi state. It was recommended among others that youths should develop positive attitude towards Technical and Vocational Education, they should understanding the pride of been self reliance.*

**Key words:** Technical, Vocational, Education, Training, Centers Youths', Self-Reliance

### INTRODUCTION

The soaring rate of unemployment which resulted to increase in social vices, poverty and under utilization of resources has generated an outcry amongst the citizens. The bewildering situation in Nigeria gave rise to government initiative that encourages the establishments of Technical and Vocational Education Training Centres (TVETCs) in the country. The UNESCO (2012) considered vocational and technical education training as a vital tool for poverty reduction, economic recovery and sustainable development. Consequence, policy attention to vocational education and training has increased. The resultant effect leads to establishment of skills acquisition centres by both the federal and the state government in Bauchi state. The focus and objectives of the TVETCs according to Federal Republic of Nigeria (FRN, 2004) is to equip youths

with competencies, skills, knowledge and understandings in a specific vocation or trade needed to become productive individuals in the society. It is hope that this initiative will address the problem of youth unemployment which has been attributed to inadequate skills profiles for self reliance in the country.

According to Adamu and Sani (2017), TVETC has the potentials of equipping youths with appropriate skills for self reliance. The authors stressed that ideal skill acquisition is capable of ensuring value re-orientation among the youths and transforming them into creators of wealth and employment instead of seekers. Adamu and Magnus (2017) stated that wealth creation acquired through youth empowerment is expected to reverse the structural weakness and imbalances in the economic by providing strategic focus and direction and inculcating in the youths the right ethics, discipline, values, hard work, honesty, respect and humility for self reliance. This probable explained why the Federal and State governments throughout the country to instill in them the habit of acting through repetition and practice.

The centres provides trainings in area of electrical and electronics installations and repairs, mechanical services, automobile technology services, building, carpentry and joinery, fishing, poultry, computer skill acquisition programme, tailoring, GSM repairs, ICT programming and software installations, interlocking moulding, hairdressing etc. According to Abdullah (2013) the main aim of its Skills Acquisition Programme is to provide entrepreneurial skills to youths with sustainable means of livelihood, through the application of specialized skills and small scale enterprise development. It therefore means that SAP has the potentials of providing employability skills of the teaming youths through entrepreneurial skills development, hence promoting self-reliance and income security. Despite the government initiative of introducing the technical and vocational education training centres in the country, empirical evidence shows that the attitude of youths towards the initiative is discouraging. The United Nations Education Scientific and Cultural Organisation (UNESCO) section for Technical and Vocational Education and Training (TVET) observed that TVET programmes have not lead to increased employment, despite the obvious need for technical and vocational services.

The assertions of Nwankwo et al. (2013) and Atsumbe et al. (2012) shows due to inappropriateness in TVET, duplication of already populated skill areas, inconsistency in the programmes, poor administration and unsuitable programme content has affected the realization of the philosophy of the programme in Nigeria. It therefore means that the laudable aim of Youth empowerment programme of providing youths with skills for self reliance of Nigerian youths has become illusion. Consequently the rate of unemployment among the youths in the country is still increasing as the employment crisis worsens (Atsumbe, Emmanuel, Igwe, & Atsumbe, 2012; Ma'aji & Hassan, 2012; Ohize & Adamu, 2009). According to National Bureau of Statistics (2017) the rate jumps by 518,000 in the first quarter of 2016. It is against this background that the current study wishes to determine the: (1) influence of Technical and Vocational Education Training Centers on youths' skills empowerment for self reliance in Bauchi state, Nigeria; (2) influence of Technical and Vocational Education Training Centers on youths' skills empowerment to venture entrepreneurship for self reliance in Bauchi state, Nigeria.

### **Research Questions**

The following research questions guided the study

1. What is the influence of Technical and Vocational Education Training Centers on youths' skills empowerment for self reliance in Bauchi state, Nigeria?
2. What is the influence of Technical and Vocational Education Training Centers on youths' skills empowerment to venture entrepreneurship for self reliance in Bauchi state, Nigeria?

### **Research Hypotheses**

In line with the specific objectives, the following null hypotheses will be tested using regression at 0.05 level of significance.

1. Technical and Vocational Education Training Centers have no significant influence on youths' skills empowerment for self reliance in Bauchi state, Nigeria.
2. Technical and Vocational Education Training Centers have no significant influence on youths' skills empowerment to venture entrepreneurship for self reliance in Bauchi state, Nigeria.

### **THEORETICAL FRAMEWORK**

The study was guided by theory for career and technical education of Prosser and Allen (1925) and Social Cognitive and Self-Efficacy of Bandura (1977). These theories considered education and training as very essential for skills acquisition. They propounded of the theories opined that vocational education and training to bring about significant changes in the pattern of behaviour of the youths. The theory recognizes manipulation of tools and machines as very essentials for skills acquisition and individual self-efficacy. Specified the profounder of the theories maintained that vocational education will be efficient in proportion of the environment in which the learners are trained as a replica of the environment in which he must subsequently work. Vocational Education Theory proposes that individuals function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting and training received.

The theories considered moral judgment, skills acquisition, physiological arousal and self-efficacy as essential for successfully completing tasks or goals. Supporting these view scholars such as Bandura (1995), Van der Bijl and Shortridge-Baggett (2002) and Gecas (2004) all agreed that vocational education is important aspect of human motivation and behavior that influence the actions of one's life. This way of thinking on the important role of vocational and technical education heavily influenced the federal government to introduced series of vocational and technical education training centres in both formal and informal educational sectors. The theory established that skills acquired by youths in vocation education are direct replica of training and length of time devoted to skill development. The implications of this statement are that instructors must be skillful and enough time should be allocated to the practical training. The self-efficacy theory states that Self-efficacy theory states that the combination between the four factors of developing self-efficacy and three assessment processes used to interpret self-efficacy will determine the level of self-efficacy which directly effects the performance outcomes. The three assessment processes for self-efficacy are the analysis of task requirements, attribution

analysis of experience, and assessment of personal and situational resources/constraints (Adamu and Magnus, 2018).

In summary, this theory was based on two components: (1) the core requisite Job skills that are to be integrated throughout training; and (2) the technical skill standards that reflect the occupational-cluster performance requirements unique to a given course. The theories emphasizes on core requisite job skills that are basic requirements for self-efficacy of an individual. The underline for the choice of the theory is that the study will be built on the impetus that through training youths gains genuine skills and enthusiasm to succeed in life.

## **METHODOLOGY**

Descriptive survey design was adopted in conducting the study. According to Abba (2013) descriptive research was devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. The design employs applications of scientific method by critically analyzing and examining the source materials, by analyzing and interpreting data, and by arriving at generalization and prediction. Considering that the study involves the use of sample and questionnaire to assess the efficacy of vocational training centers on youths' skills empowerment for self reliance in Bauchi state, Nigeria, the researcher consider the design appropriate for the study.

The population for the study was 930 trainees from 4 technical and vocational training centres in Bauchi state in 2016/2017 training period. Glenn (2009) recommended the sample size of 277 for population of 900 at Precision level of  $\pm 5\%$ . In order to enable the researcher get reasonable representation for the study, the sample size was increased to 400 selected using proportional sample technique was adopted for the study. This is in compliance with decision of Adamu and Sani (2017) who opined that sample size has to be enough, to enable a researcher detect the smallest worthwhile in a research work. Random sampling technique was used to select trainees that were used for the study.

The instrument used to collect information from the respondents was self-constructed structured questionnaire, titled Vocational Training Centers and Self Reliance (VTCSR). The instrument contains 24 items. The questionnaire was constructed in a four (4) rating scale of Strongly Agree 4 points, Agree 3 points, Disagree 2 points and Strongly Disagree 1 point. The respondents indicated their relative agreement with each item based on the scale.

The questionnaire items were validated using the researcher's supervisor and two other experts from the department of Vocational and Technology Education Abubakar Tafawa Balewa University, Bauchi. The corrections and suggestions made were incorporated in the final copy of the questionnaire. Having subjected the instrument to panel of experts, the researcher deems it to be valid for the study. To establish the reliability of the instrument, sixty (60) copies of questionnaire were distributed to youths who were undergoing vocational training centres in Gombe state. Data collected from pilot study were subjected to reliability test using Alpha Cronbach's method. A coefficient of 0.85 was obtained. The result shows that the instrument was reliable for the study as suggested by Tracy (2010) who opined that for a scale to be considered reliable, it should have an alpha value of at least 0.65.

The main data of the study were collected by the researcher aided by six (6) trained research assistants. Before the administration of the questionnaire, interaction was held with the respondents so as to create rapport with them. Face to face delivery method was employed in the distribution of the instrument. Respondents were given enough time to complete the instrument and then collected back. This procedure was necessary so as to ensure high return. The exercise lasted for one month.

The data collected were analyzed in two stages. In the first stage, weighted mean score was employed to answer the research questions. In the process of analyzing the data used to answer the research questions, "Strongly Agree" and "Agree" were classified as "Agree" and "Disagree" and "Strongly disagree" were classified as "Disagree". A score of 2.5 and above was considered as an index for Agree while a score less than 2.5 were considered as Disagree. The benchmark score of 2.5 was based on an average score of 4 rating scale of  $\{(4+3+2+1) \div 4\}$ . In testing of the null hypotheses, the data generated from respondents were coded, entered and analyzed using the Statistical Package for Social Science (SPSS). The package was used to run regression analysis for the four null hypotheses. In the analysis, if calculated value was less than table value or ( $P \geq \alpha$ ) the null hypothesis was accepted and if the calculated value of any of the null hypothesis is greater than the table value or the ( $P \leq \alpha$ ) the null hypothesis was not retained and all the null hypotheses were tested at significance level of 0.05.

## RESULTS

**Research Question One:** What is the influence of Technical and Vocational Education Training Centers on youths' skills empowerment for self reliance in Bauchi state, Nigeria?

**Table 1:** Descriptive statistics on influence of TVETC on YTSASR in Bauchi state

S/N	Questionnaire Items	Mean	Std. div	Remark
1.	I am interested in Vocational training programme centres	3.18	0.80	Agree
2.	Vocational training centres were established to provide youths with requisite skills for self reliance	3.29	0.82	Agree
3.	The Vocational training centres been utilized to tackle the problem of skills gap needed for self reliance	3.57	0.89	Agree
4.	I have acquire basic skills Vocational education needed for their self employment	3.37	0.84	Agree
5.	Generally, Vocational centres have been used for as a tool for youth empowerment	3.11	0.78	Agree
6.	The Vocational training centres was establish to enhance the employability of youths in Nigeria	3.28	0.82	Agree
7.	The Vocational training centres have equipped youths with relevant job skills for the job market	3.16	0.79	Agree
8.	Youths that have gone training in Vocational centres have	3.32	0.83	Agree

S/N	Questionnaire Items	Mean	Std. div	Remark
9.	potentials for self employment The Vocational training actually benefits target unemployed youths	3.46	0.87	Agree
10.	Beneficiaries of the Vocational centres can be self employed at the end of the scheme	3.58	0.90	Agree
11.	Technical and Vocation Education Training equip me with knowledge associating with analyze business plans, process and procedures to initiate a business	3.55	0.89	Agree
12.	I have the knowledge to explain and tackle the complexity of VTE business operations for business set up	2.78	0.69	Agree
	<b>Cumulative</b>	<b>3.34</b>	<b>0.83</b>	<b>Agree</b>

The result of the data used to answer research question one revealed the mean scores of the 10 items ranging from 2.78 to 3.58. From Table 1, the mean score were found to be greater than the minimum scale for agree. This is also applicable to the cumulative mean which was also greater than the minimum benchmark ( $3.34 > 2.50$ ) with the standard deviation of 0.83. The analysis therefore shows that TVETC has influence on youths' skills empowerment for self reliance (YTSASR) in Bauchi state.

**Research Question Two:** What is the influence of Technical and Vocational Education Training Centers on youths' skills acquisition to venture entrepreneurship for self reliance in Bauchi state, Nigeria?

**Table 2:** Descriptive statistics on influence of TVETC on YSAVESR in Bauchi state

S/N	Questionnaire Items	Mean	Std. div	Remark
13	Thought TVET I have generated self-efficacy skills to be self	3.24	0.81	Agree
14	TVET have made me to develop positive interest on entrepreneurship	3.32	0.83	Agree
15	I could imagine becoming an entrepreneur after acquisition of the necessary skills and competencies Through TVET	3.35	0.84	Agree
16	I am determined to start my own business after the receiving necessary skills and competencies from TVET	3.28	0.82	Agree
17	Through the TVET, I have become self-employed (independent worker or firm owner	3.20	0.80	Agree
18	A career as entrepreneur is attractive for me	3.27	0.82	Agree
19	If I have more resources, I will expand by business and establish new ones	3.18	0.79	Agree
20	I am more satisfy being an entrepreneur	3.28	0.82	Agree

S/N	Questionnaire Items	Mean	Std. div	Remark
21	Among various options, I would rather be an entrepreneur	3.75	0.94	Agree
22	My entrepreneurial intention fluctuated a little throughout the programme but increased after all	3.81	0.95	Agree
23	My entrepreneurial intention fluctuated strongly throughout the programme but decreased after all	3.55	0.89	Agree
24	Training received from Technical and Vocation Education centres equip me with knowledge and skills needed to assess start-up requirements	2.78	0.69	Agree
<b>Cumulative</b>		<b>3.38</b>	<b>0.85</b>	<b>Agree</b>

The weighted mean score of the items used to answer research question four in Table 6 revealed the mean score ranging from 3.81 to 3.18. The cumulative mean score of 3.38 which was greater than the 2.5 scale for agree indicated that TVETC has influence on youths’ skills acquisition to venture entrepreneurship for self reliance (YSAVESR) in Bauchi state.

**HO<sub>1</sub>:** There is no significant influence of Technical and Vocational Education Training Centers on youths’ skills empowerment for self reliance in Bauchi state, Nigeria.

**Table 3:** Regression analysis on influence of TVETC on YTSASR in Bauchi state

Variables	Unstd. Coef.		Std. Coef.	t	Sig.	R	R <sup>2</sup>	Adj. R <sup>2</sup>
	B	Std. Error	Beta					
TVETC (Constant)	3.818	.472		8.083	.000	.559 <sup>a</sup>	.312	.254
YTSASR	.491	.178	.119	0.018	.001			

The regression analysis used to determine null hypothesis one revealed the R<sup>2</sup> of .312 with adjusted R<sup>2</sup> of .254. From Table 3, the R-square of .312 obtained indicated that the independent variable has 31.2% influence on the dependent available. The p-value was less than the alpha value (.001<0.05). The result therefore indicated that TVETC has influence on youths’ skills empowerment for self reliance (YTSASR) in Bauchi state, Nigeria. The null hypothesis was rejected.

**HO<sub>2</sub>:** There is no significant influence of Technical and Vocational Education Training Centers on youths’ skills acquisition to venture entrepreneurship for self reliance in Bauchi state, Nigeria.

**Table 4:** Regression analysis on influence of TVETC on YSAVESR in Bauchi state

Variables	Unstd. Coef.		Std. Coef.	T	Sig.	R	R <sup>2</sup>	Adj. R <sup>2</sup>
	B	Std. Error	Beta					
TVETC (Constant)	3.818	.472		8.083	.000	.739 <sup>a</sup>	.545	.422
YSAVESR	.433	.195	.171	0.051	.002			

The regression analysis used to test the null hypothesis in Table 4 revealed the R<sup>2</sup>-value of .545 with Adjust R<sup>2</sup> of .422. The R<sup>2</sup> obtained indicated that the TVETC has 54.5% influence on youths' skills acquisition to venture entrepreneurship for self reliance (YSAVESR) in Bauchi state. The probability value of .002 was less than the alpha value of 0.05. That the summary of the analysis shows that independent variable has significant influence on dependent variable. The null hypothesis was therefore rejected.

## DISCUSSION OF FINDINGS

The response received from respondents' in research questions one and test of corresponding null hypothesis shows that Technical and Vocational Education Training Centers has influence on youths' skills empowerment for self reliance in Bauchi state, Nigeria. The cumulative weighted mean score obtained was greater than the minimum benchmark (3.34>2.50). The analysis therefore shows that TVETC has influence on youths' skills empowerment for self reliance (YTSASR) in Bauchi state. The result of test of null hypothesis further affirmed that of research question. The R-square (.312) obtained indicated that the independent variable has 31.2% influence on the dependent available. The p-value was less than the alpha value (.001<0.05). The finding of the study coincide with that of Aliyu and Dabban (2009) who opined that technical Vocational training has influence on producing graduates in design, construction and operation of industries; including oil, agriculture, forestry, petro -chemicals, mineral and water resources, electrical power generation and distribution, textile, iron and steel, automotive and plastics as well as in health technology, environmental designs, armaments and commercial enterprises are evidences of the invaluable roles of technical and vocational education of creating job opportunities in Nigeria. Emmanuel (2014) reported that Technical and Vocational training provides youths with skills to gain access to decent work and sustainable jobs, as well as to escape from poverty and marginalization. The author added that TVET can impact positively on the economic development, achieving full employment and promoting social inclusion. Similarly, Okolie, Elom, Ituma, Opara, Ukwa, inyagu and Ndem (2014) opined that through the training, learners acquire the knowledge and skills to have innovative persons who become entrepreneurs' thinkers to recognize opportunity, idea creation and marshalling resources and venture into entrepreneurship.

The result of research question two and test of corresponding null hypothesis shows that Technical and Vocational Education Training Centers has strong influence on youths' skills acquisition to venture entrepreneurship for self reliance in Bauchi state, Nigeria. The cumulative mean of 3.38 was greater than the 2.5 scale for agree, this is also applicable with test of null hypothesis where p=.000. The R<sup>2</sup> value of .422 obtained shows that TVETC has 54.5% influence on



youths' skills acquisition to venture entrepreneurship for self reliance. The result further buttress that study of Souitaris, Zerbinati, and Al-Laham (2007) who reported that entrepreneurship program led to higher entrepreneurial intentions. The authors used a pretest-posttest quasi-experimental research design, and data were collected before and after an entrepreneurship program. Research findings by Achebulu (2016) reported that teenagers actually want to achieve economic autonomy by becoming a business owner, and the authors reported the results of their study on small business owners. They found that small business owners also have the same motivation as the teenaged respondents, which is to achieve high economic autonomy.

According to Ivan, Rahim, Ramlah, and Rosini (2008), Technical and Vocational Education and Training (TVET) are often seen in the context of the economy, and the intention is to produce quality human resources who are not only able to compete in the global engineering market but also in other professions. Kirchberger (2008) also reported that Technical and Vocational Education and Training (TVET) provide students with basic skills and specific knowledge in addition to providing them with a "tool" to enhance their knowledge through lifelong learning and to create self-employment. The author added that aspects of the training content are not only focused on specific jobs but also on career clusters of other related jobs. Matlay (2008) reported that entrepreneurship education has a positive impact on the production of entrepreneurs, whereby many graduates began to open their own businesses, which ultimately grew into strong companies. Reports by Chou and colleagues (2010) showed that TVET system provide a career path and personal development among trainees that is comparable to a career path based on academic qualifications through skills training that focuses on the acquisition of knowledge, skills and specific abilities. Hisyamuddin (2010) argued expose youths to entrepreneurship will enable them to be innovative problem solving skills, the ability to adapt to changes, and greater creativity to lieu into enterprising. Wang and Verzat (2011) found that student exposure to the curriculum related to management and entrepreneurship helped to produce more students with a strong entrepreneurial determination than the students in the traditional curriculum that only emphasizes engineering. Zaidatol and Bagheri (2011) argued that the importance of nurturing entrepreneurship at a young age because that is an appropriate time to embed a positive attitude in students towards entrepreneurship. According to Norasmah and Salmah (2011), entrepreneurship education and exposure to entrepreneurship training could profoundly change a person's perception of entrepreneurship.

## **CONCLUSION**

In an era of high population which is accompanied by economic depression, unemployment and poverty, the role of empowering youths with requisite skills for self reliance cannot be overestimated. Successful equipping youths with basic skills involves gearing the educational sectors towards empowering and development manpower with Technical and Vocational skills. The study argued that the underlying cause of unemployment, economic depression and high level of poverty in the country are attributed to neglect of Technical Vocational Education and Training among the youths. It is therefore concluded that if aims of providing TVET education is not deeply rooted in the mind of youths the laudable objectives of

creating TVETC of equipping youths with saleable skills for job creation, self reliance and economic growth will be illusion if the situation remains the same.

## RECOMMENDATIONS

Based on the outcome of the study, the researcher recommended that:-

1. Trainers and trainees in Technical and Vocational Education Training Centers must be given due attention and practical aspect and practical oriented course should be taught with relevant tools and equipment in a well equipped workshops.
2. Youths should develop positive attitude towards Technical and Vocational Education, they should understanding the pride of been self reliance.

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