



Technical Vocational Education and Training (TVET) and Entrepreneurship Training in Yobe State Technical Colleges for Sustainable Development

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ABSTRACT

Technical education, as enriched in the Nigerian National Policy on Education, is concerned with qualitative technological human resources development directed towards a national pool of skilled and self-reliant craftsmen, technicians and technologist in technical and vocational educational field. In Nigeria, the training of technical personnel has witnessed many challenges ranging from policies which have no bearing with our problems, curriculum that has little or no relationship with work place and social needs, embezzlement of fund meant for education development purposes, lack of teacher motivation, inadequate facilities, inadequate funding, brain drain, poor staff training, bribery and corruption. This research intend to examine Vocational Technical Education and Entrepreneurship Training and Innovation in Yobe State Technical Colleges, the area of this study consist some selected Technical College secondary School within Yobe State, the population of this study consists of 150 respondent. The findings of this study showed that Technical and Vocational Education Training (TVTE) promote sustainable development for student and youth toward national development in general. The 150 respondents opined that government and its other agency should gave much attention and proper programmes to Technical and Vocational Education Training implementation. This study recommended that Government should organized regular seminars and workshop to keep TVET teachers update on the current development in the field of TVET, there should be massive recruitment of young viable and adequate TVET teachers with new innovations to replace the old retiring teachers. TVET educators should be treated well with good working conditions and should be highly remunerated and motivated, both government and private sectors should collectively provide training facilities in technical vocational institutions/centers for the acquisition of skills in TVET.

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INTRODUCTION

Technical and Vocational Education and Training (TVET) has been misunderstood in the Nigerian context to mean that type of instruction and training given to people that could never study science or arts in the school system and are therefore regarded as drop outs from the system or those that are not intelligent enough to pass good examinations for entry into higher institutions such as universities. According to UNESCO (2014) Technical and Vocational Education and Training is education and training (TVET) which provides knowledge and skills for employment. TVET uses formal, non-formal and informal learning. TVET is recognized to be a crucial

vehicle for social equity, inclusion and sustainable development.

According to Kolocha and Lie (2010) Vocational education programs focus on the acquisition of appropriate skills, abilities and competencies as necessary equipment for the individual to live in adapt to the real work situation and contribute to the development of his society. Technical Education concern with the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Korie (2010). In the light of this, vocational and technical education is the preparation of individuals to acquire practical skills as



well as basic scientific knowledge, it provides skilled manpower, for the world of work, that is increasing the workforce in the country, individuals with specialized skill as offshoots of efficient vocational and technical education as they are trained, equipped, with workable practical skills, knowledge, aptitude and competencies required in specific occupations.

Entrepreneurship is the process of designing a new business. The entrepreneur perceives a (new) business opportunity and gathers the resources to implement it, ideally successfully. Innovation is the successful implementation and adoption by society of something new. So an innovation is the successful commercialization or use (if non-profit) of an invention.

Education generally brings about the transformation needed in every society for industrial and technological development. Imogie (2014) argued that no nation can develop to its fullest and keep pace with trends in science and technology without effective and efficient educational system. The industrial and technological advancement of any nation also depends on her natural, physical and human resources. The human resource is one vital resource that determines and controls other resources, and these are individuals trained formally or non-formally to take charge of other resources in an organization so as to attain the defined objectives. These resources are needed in the industries, and are better prepared for the industries via the educational institutions. One educational programme that has the mandate of producing the required and demand driven industrial/technological manpower for Nigeria is the technical vocational education and training (TVET) (Ahobee, n.d.; Musa and Okorieocha, 2012; Ansah and Kissi, 2013; Okorieocha and Duru, (2013). The need for functional TVET programmes in Nigeria.

Education is a process of training designed to give knowledge, develop skills and abilities that could lead to the development of mental alertness and the right attitude to life. This implies that if education is adequately inculcated in human-kind, individuals would meaningfully help themselves and positively contribute to the growth and welfare of their immediate community. In essence, education remains the single factor that guarantees both individual growth and community development. Thus, if an individual acquires skills and the right attitude, and realistically apply the skills and right attitude for the benefit of his society, it means

that education has helped to change (transform) the individual for better and pragmatically too.

Pragmatism involves thinking about (i.e. knowledge) and treating issues in a realistic and practical manner to achieve result rather than by theory (Collins English Dictionary, 2011). In other words, education is an agent of human development, social mobility and national transformation. It is a universal concept that differs from society to society (Okafor, 2012).

The form of education that place emphasis on pragmatic attitude as a priority (for individual and community development) is technical and vocational education and training (TVET). TVET is the form of education that advocates development of the head (knowledge), training of the hand (dexterity) and enriching the heart (conscientiousness and painstaking), - the 3Hs. TVET is a total deviation from the previous emphasis on 3Rs, - reading, writing and arithmetic, which was fundamentally a form of credentialing entry into elite status with its graduates/products roaming about seeking for the non-existing white collar jobs. TVET is the education for those who need it, those who want it, and those who want to progress by it. It is a result oriented form of education. It is not education for the dullards or educationally disadvantaged people.

The result oriented form education had been with and part of us – Africans. The problems that bedevil Africa today, could be traced to the colonial period. Colonization, simply put (Sifuna, 2001), was a mechanism of exploitation when colonial education was designed to serve the needs of the colonial country, by producing educated cadre of labour force without skills but trained to facilitate economic production in offices. In this wise, the colonial education placed no premium on promoting skills acquisition and capacity building on advanced professions in engineering, technology and allied courses for Africans. In many countries of African extraction, it is currently apparent that non-professional system of education is no more suitable for the desired human capacity building and national development.

The belief is that developmental mechanisms in Africa would be more progressive if Africans should pursue a kind of development which is endogenous to African environment. For instance, development (Sifuna, 2001) is not simply an economic process, but a complex whole that has to arise endogenously from deep down inside each society. It springs from the culture in question, and cannot be



reduced to imitation of developed countries or societies. That is to say, people cannot be developed. They can only develop themselves (Nyerere, 2009). This contention implicates that the international packages on education (that have been followed with disastrous consequences) should be resisted by Africans in favour of international co-operation that is more sensitive to the Africa's own designed development strategies. Contentiously therefore, what is required in Nigeria for human and industrial transformation is the system of education that totally make a break with rhetoric's, semantics and all other past but ineffective mechanisms of knowledge acquisition. Thus, the system of education needed for the national transformation agenda is the education system that should place emphasis on knowledge, skills and values that are based on Nigerian setting in which the learners will live and work. Argumentatively, the transformation from rhetoric's to value oriented form of education appears to be only viable with TVET, the education form which emphasis is on knowledge, skill, value and product. Against for seen background the presents study intends to determine the Technical Vocational Education and Training

The world is facing a worsening youth employment crisis. In Nigeria, while many graduates cannot boast to be self-reliant, many are underemployed and yet numerous unemployed. Worse still, it has become ubiquitous in Nigeria to see graduates from various citadel of learning roaming the streets for lack of employment; to the extent that the usual slogan of lack of employment has moved to "employability". This shows there is a problem with the educational system.

The reason for this deplorable development in the nation's educational problem may not be farfetched. The educational system lacks pedagogical practices; it lacks entrepreneurial competencies; it is not competency-based curricula; and as such many students lack saleable skills to engender self-reliance or paid employment. This suggests that something has to be done urgently about the Nigerian educational system to the grassroots.

Furthermore, the constant review and adoption of various educational system in Nigeria including the; 8-5-2-4, 6-5-2-4, 6-3-3-4, and the current modified 9-3-4 system, point to indicate that all is not well with Nigeria education system. In this context, Obioma (2010) observed that in these reviews, lip service was paid to Technical and

Vocational Education and Training (TVET), an aspect of education which according to Rilwanu (2011) is a password to any nation that wants to join the league of technologically developed nations. The purpose of this research therefore is to awaken the consciousness of the Nigeria populace especially those who are directly involved in the educational process to this deplorable state of education and to chart the way to ameliorating it.

The educational system lacks pedagogical practices; it lacks entrepreneurial competencies; it is not competency-based curricula; and as such many students lack saleable skills to engender self-reliance or paid employment. This suggests that something has to be done urgently about the Nigerian educational system to the grassroots. It is no doubt that TVET has been faced with issues and challenges in Nigeria that are militating the latent contributions of TVET for industrial advancement. Amongst the challenges and issues are policy issues, curriculum reforms, TVET industry link, and government attitude to funding TVET, to mention but a few. Ansah and Kissi (2013) affirmed that the major challenge facing TVET implementation is the lack or unsatisfactory policy framework, and therefore stated that good policy framework will help promote TVET and its curriculum design and delivery to meet the labour market. With respect to policy issues, Wodi and Dokubo (2012) also stated that there is need to revise the school's curriculum to reflect multiple intelligent from the industrial sector. To ensure that the issue of policy framework is addressed in TVET, Nwana (1997) suggested that publicity and advocacy for new TVET policy can serve as a means for proper implementation of TVET programmes in Nigeria. Policy framework is truly the driving force to the planning, implementation and attainment of any programme's or organisational objectives, hence a good TVET policy framework can help to monitor and control manpower development for the industry.

Another challenge militating TVET manpower development for industrial and technological security/development is the link between the industries and the educational institution. Yusuff and Soyemi (2012) suggested that TVET instructors in training schools should leverage on industry partners to gather industrial based experience and strict monitoring of industrial trainees. Similarly, Egbri and Chukwuedo (2013) found that the existing students' industrial work experience scheme (SIWES) in Nigeria is not



satisfactory, hence the need to re-engineer TVET through functional school-industry collaboration for capacity building of prospective TVET graduates and teachers. In order that TVET graduates become industrially demand driven for national development, there is need that the link between TVET and the industry is established in Nigeria.

Purpose of the Study

The main purpose of this study was to investigate the Technical Vocational Education and Training (TVET) and entrepreneurship Training in Yobe State Technical Colleges for sustainable development. Specifically, the study sought to:

1. Determine the concept of vocational and technical education training.
2. Find out the role of vocational and technical education in national development.
3. Find out the role of entrepreneurship in national development.
4. Determine the Factors militating against vocational and technical education training and entrepreneurship in Nigeria.

Research Questions

The study answered the following questions:

1. What are the concept of vocational and technical education training?
2. What are the role of vocational and technical education training in national development?
3. What are the role of entrepreneurship in national development?
4. What are the factors militating against vocational and technical education training and entrepreneurship in Nigeria?

METHODOLOGY

The research design employed for this study is survey research design. It is chosen because it deals with various aspect of human behaviors and responses. It is directed to obtain information concerning people's opinion, likes, dislikes, attitudes, values and preferences. It is characterized by random sample from large and small population to obtain an empirical knowledge of contemporary nature. With this methods, the researcher will obtain information about the targeted population without undertaken the complete numeration of the population. The population of the study consists of some selected students from science and technical college's secondary schools, selected official from Yobe state of Science and Technical.

The sample for this study consist fifty student from each two (2) Science and Technical College school and thirty teachers, twenty officials from Yobe state science and technical board. The questionnaire was the main instrument for data collection in this study. The questionnaire consists ten (10) items. It was constructed using Likert scale which consist of three (3) items. The modes of response are: Agreed = (A), Undecided = (UD) and Disagreed (D). Before administering the questionnaire to the respondents involved, permission was sought from authorities concern by presenting and introductory letter to that effect and solicited for their cooperation, a total of one hundred and twenty questionnaires were administered personally. A total of one hundred and twenty questionnaires were completed and same was used for the analysis. Data collected for the study were analyzed using descriptive statistics (Frequencies counts and percentages scores) presented in tables.

RESULT PRESENTATION AND ANALYSIS

Table 1: Percentage Distribution of Improving TVET Implementation for Sustainable Youth Development

S/N	Items	SA	A	UD	D	SD	N	X	S.D	Remarks
1.	Vocational teachers should be highly remunerated	20	15	6	6	3	50	3.90	1.10	Agreed
2.	Adequate recruitment of vocational teachers	21	9	8	10	2	50	3.72	1.15	Agreed
3.	There should be adequate training facilities	19	11	7	9	4	50	3.65	1.30	Agreed
4.	Adequate financing	34	16	00	00	00	50	4.68	0.47	Agreed

Table 1 above shows that effort of Yobe state government on ways of improving TVTE implementation for sustainable youth development

about 57% agreed that the vocational teachers should be highly enumerate, while 15% disagreed and 10% undecided. About 49% agreed that government



should adequately recruitment of vocational teachers, while 18% disagreed and 15% undecided. Also 68% of respondent agreed that there should be

adequate training facilities in the school, while 11% respondent disagreed and 3% of the respondent undecided.

Table 2: Responses on TVET skills needed by youths for sustainable Development

S/N	Items	SA	A	UD	D	SD	N	X	S.D	Remarks
5.	Metal Work	18	12	2	10	8	50	3.44	1.54	Disagreed
6.	Wood Work	20	10	10	8	2	50	3.76	1.25	Agreed
7.	Electrical Engineering	30	15	7	7	1	50	4.20	0.98	Agreed

Table 2 above shows that TVTE skills need by the student for sustainable development about 52% agreed that the metal work is needed by the student for sustainable development, while 23% disagreed and 21% undecided. About 61% agreed that wood

work is needed for student, while 26% disagreed and 23% undecided. Also 88% of respondent agreed that the electrical/electronic engineering is needed for student, while 14% respondent disagreed and 8% of the respondent undecided.

Table 3: Responses on challenges of implementation of TVET skill programmes.

S/N	Items	SA	A	UD	D	SD	N	X	S.D	Remarks
8.	Lack of adequate training facilities and equipment	30	10	10	6	4	50	4.00	1.30	Agreed
9.	Poor funding of vocational education	20	15	5	10	5	50	3.94	1.50	Agreed
10.	Lack of public interest to enroll in TVET skill programmes	18	12	2	10	8	50	3.44	1.54	Disagreed

Table 3 above shows that lack of adequate training facilities and equipment about 79% agreed that there is lack of adequate training facilities and equipment, while 18% disagreed and 12% undecided. About 61% agreed that there poor funding for vocational education, while 26% disagreed and 23% undecided. Also 88% of respondent agreed that the lack of interest to enroll in TVET skill programmes, while 14% respondent disagreed and 8% of the respondent undecided.

DISCUSSION OF THE FINDINGS

Based on the data collected and analyzed, the researcher found out that Technical and Vocational Education Training (TVTE) has a vital role for student toward national development and self-reliance. Vocational education moreover it focuses on the practical aspect of education on the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. UNESCO (2014) identified the two major objectives of TVET as the urgent need to train the workforce for self-employment and the necessity to raise the productivity of the informal sector

The researcher out that the respondents agreed to the fact that Technical and Vocational Education Training (TVTE) promote sustainable development for student and youth toward national development in general is in line with According to UNESCO and ILO (2002) technical and vocational education refers to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes,

FINDINGS OF THE STUDY

1. Students and vocational educators respectively, indicate that the respondents proffered positive solutions that will improve TVET implementation for youth sustainable empowerment.
2. Wood work, Electrical, Metal work were considered highly needed by the student.
3. That there are challenges confronting the implementation of TVET skill programmes for youth sustainable empowerment in Nigeria.



understanding and knowledge related to occupation in various sectors of economic and social life.

It is the opinion of the respondents that if some proactive measures are taken, TVET implementation could yield the expected results in Niger Delta youths empowerment drive. In line with this finding, Ibeneme (2011) is of the view that for vocational education to take its rightful place in Nigeria, there should be a concerted effort towards the equipment of all TVET institutions, ensuring that TVET teacher preparatory programmes are supported as well as a change of attitude towards TVET by all stakeholders.

The result revealed that there are challenges hindering the implementation of TVET programmes for sustainable empowerment of youths in Niger Delta. These findings are consistent with the observation of Oranu (2001) that despite the best intentions of successive Nigerian government, TVET programmes are still fraught with problems of many variants. Specifically, the challenge posed by poor funding agrees with the observations of Okeke and Eze (2010), that sufficient fund has not been channeled to vocational technical education which is a major problem plaguing the system. Also, the poor funding status of TVET as reported in this study is in line with the findings of Okwelle and Wordu (2016) who reported that sufficient fund for TVET in the country are not provided either by the government or the private sector. That acute shortage of TVET professional teachers hinders the practice of TVET. The 120 respondents opined that government and its other agency should give much attention and proper programmes to Technical and Vocational Education Training implementation.

CONCLUSION

From the findings, it could be deduced that TVET is a vital tool through which any nation can experience growth and development. Empowering Nigerian youths through TVET will definitely go a long way in reducing unemployment and other social vices that are prevalent among youths in the north region of Nigeria. This is true because occupational skill acquisition is widely recognized as a sure way to overcome the problem of unemployment. Based on the following, it is seen and believed that TVET occupies an important aspect and position in the sustainable empowerment equation of any region and nation like Nigeria.

RECOMMENDATIONS

Based on the findings, the researcher recommends the following:

1. Government should organized regular seminars and workshop to keep TVET teachers update on the current development in the field of TVET.
2. There should be massive and effective public awareness campaign to sensitize the people on the benefits of TVET in terms of employment and that TVET is not for “never-do-well” youths.
3. There should be massive recruitment of young viable and adequate TVET teachers with new innovations to replace the old retiring teachers.
4. TVET educators should be treated well with good working conditions and should be highly remunerated and motivated.
5. Both government and private sectors should collectively provide training facilities in technical vocational institutions/centers for the acquisition of skills in TVET.

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