

**GOVERNMENT RESPONSIVENESS AND PARTNERSHIP IN E-LEARNING FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMMES IN NIGERIA**

**BY**

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***Abstract***

*The purpose of the study was to assess government responsiveness and partnership in e-learning for TVET programmes in Nigeria. A descriptive survey research design was used to conduct the study. The population for the study consisted of 49 staff in Technology and Science Education Department and Tertiary Education Department of Federal Ministry of Education that are directly involved in TVET programmes. A structured questionnaire consisting of 24 items was used to elicit information from the respondents on a five-point Scale. The internal consistency of the Instrument was computed using Cronbach Alpha ( $\alpha$ ) reliability formula and it yielded a value of 0.87. The research question was answered using mean and standard deviation while the null hypothesis was tested using t-test at 0.05 level of significance. It was found that out of the 24 items, Government was somewhat responsive to 15 and irresponsible to nine. It was also found that there was no significant difference between the mean responses of staff of the two departments on all items except one. The overall cluster t-value of -.54 with a degree of freedom of 47 and a critical value of 0.59 was also not significant. The null hypothesis which stated that there is no significant difference in the mean rating of Management Staff in Technology and Science Education department and Staff of Tertiary Education (Vocational Technical Education Branch) on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria was not rejected. It was recommended among others that Government should ensure that more emphasis is placed on Public/Private Partnership for sustaining TVET programmes in Nigeria for national development and there should be more collaboration between the private sector on the provision of e-learning infrastructure in TVET programmes.*

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**Key Words:** *Government responsiveness, Public-Private-Partnership, e-learning*

## **Introduction**

Globally, Technical and Vocational Education and Training (TVET) has been recognized as a tool for empowering people for sustainable livelihood and socio-economic development. Government responsiveness in TVET is the outcome that can be achieved when institutions and institutional relationships are designed in such a way that they are cognisant and respond appropriately to the universally legitimate expectations of TVET in national development. The concept of government responsiveness or performance also refers to the quality of public service provision. It focuses on the performance of various types of formal organizations like Federal Ministry of Education that formulate, implement, or regulate public-sector activities in TVET programmes. To perform well, the Federal Ministry of Education have to be responsive to the demands of the nation in designing and implementing policies reflecting TVET programmes in Nigeria. The departments in Federal Ministry of Education in charge of TVET programmes are Tertiary Education and Technology and Science Education departments. Therefore, government responsiveness, accountability, and objectivity of governmental agencies such as Federal Ministry of Education cannot be viewed in isolation in addressing issues with partnership in e-learning for TVET programmes in Nigeria. The purpose of this paper was to address TVET programme in Nigeria, Government responsiveness to TVET programmes and Public-Private-

Partnerships in e-Learning for TVET programmes.

The United Nations Educational Scientific and Cultural Organization (UNESCO) and the International Labour Organization (ILO) recommendations of 2000 on Technical and Vocational Education and Training for the twenty-first century, stated that TVET is that aspects of education process involving, in addition, to general education, 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. Considering the importance of TVET to national development, Badawi (2013), Wahba, (2010), and Ladipo, Akhuemonkhan, and Raimi, (2013) in their individual study noted that TVET has attracted different names such as Technical Education (TE), Vocational Training (VT), Vocational Education and Training (VET), Technical and Vocational Education and Training (TVET), Occupational Education (OE), Apprenticeship Training (AT), and Career and Technical Education (CTE) in education research literature. The Federal Ministry of Education has consistently articulated its commitment and responsiveness to TVET in the National Policy on Education (NPE) according to Oweh, (2013) because of the prospects of poverty eradication, job creation, sustainable development and actualisation of the Transformation Agenda.

Technical and Vocational Education and training (TVET) varies from country to

country and are delivered at different levels in different types of institutions. In Nigeria, the acquisition of formal technical education is possible from secondary to tertiary levels of the country's 6-3-3-4 education system. The duration of school based TVET programme in Nigeria according to FGN (2013) is between three to five years, depending on the institution. The overriding goals of TVET programmers in Nigeria are to provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; give training and impart necessary skills to individual who shall be self reliant economically.

The development of TVET is vital to economic development because of its need for enterprise productivity and profitability, as well as for national productivity and wealth creation. The need for technical and vocational skills is increasing because of technological change, changes in work organization, growing economic openness and competitiveness, and increasing capital per worker. The development of technical and vocational skills is also vital because it is essential for individual prosperity. Skills enable the individual to increase productivity and income. This is especially important for those who are seeking out a living in the informal sector of the economy.

In Nigeria today, the population growth and urbanization, poverty and lack of income generating capacity and failure of graduates from schools system to secure employment clearly highlights the importance of career development which is achievable through TVET. To enable those still in post-secondary schools to be relevant to the world of work as well as to draw the majority of jobless people out of the unemployment market, there is need to reposition TVET as the best means to improve economic opportunities for the teaming youths which will eventually enhance economic development of Nigeria. Therefore, there is absolute need for government responsiveness to TVET programmes in Nigeria. The section that follows addressed this issue.

In a bid to strengthen TVET system as part of the human resource and manpower development to meet present and future needs for rapid socio-economic development of the nation, the federal government through the Federal Ministry of Education and National Board for Technical Education in 2000 and 2007 signed a Memorandum of Understanding (MOU) with UNESCO for the development of new curricula, e-books and training manual for use in polytechnics, monotechnics and other specialized institutions. In order to join the league of industrialised nations, the Nigerian government according to Besmart-Digbori, (2011) also established a number of TVET-oriented institutions to launch the country steadily on the path of technological

progress and national development in furtherance of its commitment and responsiveness to TVET. Furthermore, NBTE, (2011), Oweh, (2013) and Ladipo et al., (2013) in their different presentations, stated that Federal Ministry of Education through the National Board for Technical Education (NBTE) enhanced the scope of TVET by granting approval for the establishment of 99 Vocational Enterprise Institutes (VEIs) and Innovation Enterprise Institutions (IEIs) to complement ongoing efforts of the conventional TVET institutions in Nigeria. The IEIs and VEIs are to cater for the interest of school leavers who wish to acquire demonstrable practical to secure employment or generate employment; persons seeking for career paths that do not need university degrees; persons without time for full time study but want to enhance their skills; persons wishing to go into self-employment; university graduates seeking employable skills and adults seeking to re-skill themselves (NBTE, 2011). Other notable government responsiveness on TVET were the release of fund for the supply and installation of science laboratory and workshop equipment in 51 beneficiary polytechnics and monotechnics, the funding of five-year TVET project for upgrading of 10 TVET institutions and restructuring the present supply-driven TVET into demand-driven system that responds to the needs of the private sector financed by the Federal Ministry of Education, African development bank, the establishment of 6 additional staff development centres in six geo-political

zone of the country for polytechnics staff development. Despite the continued efforts and responsiveness of government on TVET, Ladipo et al., (2013) pointed that the pace of technological progress, employment and industrialisation is still slow and unimpressive as evidenced by rising unemployment rate and level of poverty in the country. There is need therefore, to widen access in TVET programmes in Nigeria through Partnerships in e-Learning for TVET programmes.

The need for TVET programmes in curtailing the menace of unemployment, reduction of poverty and the breakthrough in industrial development makes it one of the fields of study that requires full deployment of Information and Communication Technologies (ICTs). This is especially true according to Karahocaa, et-al, (2010) in the present era where the world of work is rapidly changing its requirement for workers from skill based to ICT based. The recent developments in technology, globalization and changing demand for new skill sets in the job market have necessitated a need for a new teaching and learning paradigm which requires e-learning in TVET programmes. Saud et-al, (2011) stated that the world of work is continually challenging those entering labour market as fresh graduate or those returning from training or short term courses, especially those from TVET area of specialization. Consequently, there is need for a paradigm shift from the conventional way courses are taught in

TVET to a new way of teaching which requires e-learning in TVET programmes. Electronic learning (e-learning) is a method of delivering TVET programmes in web-based environment for the presentation of interactive e-content to students without limitation of time and space.

Furthermore, Tondeur, van Keer, van Braak, & Valcke, (2008) stated that due to the flexibility, simplicity and affordability of ICT facility in all areas of human endeavour, its application in the field of education is gaining popularity among educational organisations and their stakeholders. Therefore, in the field of TVET, the use of e-learning applications should not be taken for granted to foster employability skills. Saud, et-al, (2011) emphasized that the use of Information and Communication Technologies (ICTs) toward the preparation of TVET graduates and in their mode of training should also incorporate the use of e-learning in teaching and learning process. E-learning enables students, trainees and teachers/instructors interact virtually without physical contact. O'Leary et., al., (2003) added that it includes elements of communication within and between communities of learners and teachers, as well as provision of online content, which may be locally generated or developed elsewhere.

The use of interactive electronic media has proven advantageous in recent study on vocational and technical education students and even seen as a solution to shortage of staff and materials in the field (Karahocaa,

et-al, 2010). The integration of e-learning to facilitate TVET programmes will give students some sort of support to comfortably take part into learning activities, gives them an opportunity to work independently and developed new ideas on the problem at hand Tasir, et-al, (2005) identified some strategies for the effective integration of e-learning in TVET programmes which include, use of online assignment tool; use of both synchronous communication tools (such as chatting) and asynchronous communications tools (such as forum and journal) lecturer-initiated communication, availability of lecturers online for facilitation, and use of online journal for reflection and assessment. The development and delivery of e-learning contents according to Singh, (2005) is feasible through map competencies to courses, schedule classes/register students, track learning, develop learning content, and deliver learning content. However, deployment of e-learning into TVET programmes is capital intensive. Therefore, there is need for public-private partnerships in e-learning for TVET programmes.

Effective implementation of e-learning for TVET programmes in Nigeria needs partnerships between public and private sectors. This is because of high cost of providing e-learning infrastructure in TVET programmes. Government alone cannot provide the needed access to high quality infrastructure and skill training especially in the area of e-learning in TVET. Therefore, the private sector involvement whether at provision of

infrastructure or at the level of training delivery can greatly enhance the deployment of e-learning for TVET programmes in Nigeria. Hence, partnerships between employers and private training organization and institutions become necessary.

Public-private-partnership (PPP) began in Nigeria as a part of the general public service reform agenda of the Obasanjo's administration, and was driven to promote skills acquisition and development of technical staff. Today, PPP has a legal backing through the enactment of the Infrastructure Concession Bill (BPSR, 2006). The Government of the Federation of Nigeria considers human capital development vital to the nation's economic development and the attainment of Vision 20-2020.

Collaboration between government and the private sector is a powerful way to ensure its responsiveness to the national and global economic sphere in the 21st Century. PPPs can be regarded as a "set of institutional relationships between the government and various actors in the private sector and civil society. It is an arrangement whereby representatives of the organised non-governmental sector are brought into the governmental decision making process. PPPs take on several forms: contracts or concessions for the provision of services usually provided by the government, joint ventures, various forms of build, own, operate, lease, transfer arrangements (for example, BOO, BOT, BOLT), public financial support or incentives for the private provision of services and various types of informal

cooperative arrangements between the government and the non-governmental sector (private business, non-governmental organizations, community-based organizations). TVET-PPP in Nigeria exists at different levels with different kind of partners depending on what is to be achieved from the partnership. TVET partners/collaborations according to Maigida (2014) exist at policy, Training, design and development levels with the United Nations Education, Scientific and Cultural Organizations (UNESCO); UNESCO-BREDA-Regional Bureau for Education Development in Africa; Africa Development Bank (AFDB); United Nations Development Programme (UNDP); International Labour Organization (ILO). The benefits of PPP is to improve service delivery by allowing both sectors to do what they do best, improve cost-effectiveness, increased investment in public infrastructure, reduce public sector risk by transferring to the private partner those risks that can be better managed by the private partner, deliver capital projects faster, making use of the private partner's increased flexibility and access to resources, improve budget certainty, and make better use of assets. In the light of the foregoing, there is need to explore government responsiveness and partnership in e-learning for TVET programmes in Nigeria with staff of Federal Ministry of Education who are partnering with various stakeholders in TVET programmes in Nigeria.

### **Purpose of the study**

The major purpose of the study was to determine government responsiveness and partnership in e-learning for TVET programmes in Nigeria. Specifically, the study determined the level of responsiveness and partnership in e-learning for TVET Programmes in Nigeria by staff of Federal Ministry of Education.

**Research Question**

What is the level of Government responsiveness and Partnership in e-learning for TVET Programmes in Nigeria as perceived by staff of Federal Ministry of Education?

**Null Hypothesis**

There is no significant difference in the mean ratings of Management Staff in Technology and Science Education Department and Staff of Tertiary Education (Vocational Technical Education Branch) on the level of Government responsiveness and Partnership in e-learning for TVET Programmes in Nigeria.

**Method**

A descriptive survey research design was used to conduct the study on Government responsiveness and Partnership in e-learning for TVET programmes in Nigeria.

The population for the study consisted of 49 staff in Technology and Science Education Department and Tertiary Education Department of Federal Ministry of Education that are directly involved in TVET Programmes. A structured questionnaire of 27 items was used to elicit information from the respondents on a five-point Scale of Very Responsive (5 points); Responsive (4 points); Somewhat Responsive (3 points); Irresponsive (2 points) and Very Irresponsive (1 point). The questionnaire was face-validated by Experts from VTE Department of University of Nigeria, Nsukka and Federal Ministry of Education. The internal consistency of the Instrument was computed using Cronbach Alpha ( $\alpha$ ) reliability formula. The Research Question was answered using Mean and Standard Deviation, while the Null Hypothesis was tested using t-test at 0.05 level of significance. The data for the study was analyzed using the IBM Statistical Package for Social Sciences (SPSS) 20.0 Version. The decision rule was based Real Limit of Numbers for Item by Item Analysis: Very Responsive (4.50 – 5.00); Responsive (3.50 – 4.49); Somewhat Responsive (2.50 – 3.49); Irresponsive (1.50 – 2.49) and Very Irresponsive (1.00 – 1.49).

**Table 1**

Mean Rating and Standard Deviation of management staff in Technology and Science Education department and Tertiary Education (Vocational Technical Education Branch) on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria

S/N	How responsive is Government to:	$\bar{X}$	SD	REMARKS
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1	TVET programmes in Nigeria	2.80	1.19	Somewhat Responsive
2	human resource and manpower development in Nigeria on Public-Private-Partnership (PPP)	2.57	1.02	Somewhat Responsive
3	TVET policy with other stakeholders on PPP	2.65	1.01	Somewhat Responsive
4	Training, design and development of TVET programmes with United Nations Education, Scientific and Cultural Organizations (UNESCO) on PPP	2.78	1.03	Somewhat Responsive
5	funding of TVET programmes with Africa Development Bank (AFDB) on PPP	2.73	1.13	Somewhat Responsive
6	TVET programme with United Nations Development Program (UNDP) on PPP	2.41	.84	Irresponsive
7	TVET programmes with International Labour Organization (ILO) on PPP	2.29	.76	Irresponsive
8	TVET programmes with United Nations Industrial Development Organization (UNIDO) on PPP	2.59	.98	Somewhat Responsive
9	TVET programmes with Japan International Cooperation Agency (JICA)	2.73	1.22	Somewhat Responsive
10	TVET programme development with different organizations in Nigeria	2.47	.84	Irresponsive
11	allow stakeholders to contribute to TVET programmes through PPP	2.24	.83	Irresponsive
12	improve cost-effectiveness in TVET programmes through PPP	2.22	.82	Irresponsive
13	investment in infrastructure for TVET programmes through PPP	2.94	1.20	Somewhat Responsive
14	capital projects on TVET programmes through PPP	2.63	1.07	Somewhat Responsive
15	periodic consultations with stakeholders on TVET programmes through PPP	2.76	1.05	Somewhat Responsive
16	effective delivery of skill training with stakeholders from industries and private sector on PPP	2.88	1.13	Somewhat Responsive
17	new teaching and learning paradigm which requires e-learning in TVET programmes with stakeholders on PPP	2.78	1.14	Somewhat Responsive

18	deployment of e-learning infrastructure into TVET programmes with stakeholders on PPP	2.41	.81	Irresponsive
19	ensure collaboration with TVET partners to implement e-learning for TVET programmes	2.41	.73	Irresponsive
20	Participate on PPP for e-learning in TVET programmes in order to increase access to TVET	2.78	1.12	Somewhat Responsive
21	Development of e-books on e-learning for TVET programmes through PPP	2.84	1.18	Somewhat Responsive
22	Partnership with Distance learning institutions on e-learning for TVET programmes	2.55	.82	Somewhat Responsive
23	Consultation with stakeholders to provide specific advice on e-learning for TVET programmes through PPP	2.22	.80	Irresponsive
24	Development of blueprint with stakeholders on PPP	2.18	.78	Irresponsive
	Cluster Mean	2.58	.50	Somewhat Responsive

Table 1 presents the mean ratings of the opinion of respondents on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria. Fifteen items recorded mean ratings of 2.55 to 2.94 which indicated Somewhat Responsive. Nine items recorded Mean ratings of 2.18 to 2.47 which indicated irresponsible. The standard

deviation values of the 24 items ranged between 0.73 to 1.22 which showed that the responses of the respondent were close to one another and to the Mean. However, the overall Cluster Mean of 2.58 indicated Somewhat Responsive which means that there are some levels of Government Responsiveness and Partnership in e-learning for TVET Programmes in Nigeria

**Table 2**

T-test analysis of the mean difference between the responses of management staff in Technology and Science Education department and staff of Tertiary Education (Vocational Technical Education Branch) on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria.

S/N	ITEMS	Groups	Mean	SD	t-cal	D	Si	g	Remark
1	TVET programmes in Nigeria	Tertiary	2.69	1.20	-.44	47	.66	NS	
		TSE(VTE)	2.85	1.20					
2	human resource and manpower development in Nigeria on Public-Private-Partnership (PPP)	Tertiary	2.44	1.09	-.64	47	.53	NS	
		TSE(VTE)	2.64	.99					

3	TVET policy with other stakeholders on PPP	Tertiary TSE(VTE)	2.69 2.64	1.40 .78	.16	47	.87	NS
4	Training, design and development of TVET programmes with United Nations Education, Scientific and Cultural Organizations (UNESCO) on PPP	Tertiary TSE(VTE)	2.69 2.82	1.14 .98	-.41	47	.68	NS
5	funding of TVET programmes with Africa Development Bank (AFDB) on PPP	Tertiary TSE(VTE)	2.38 2.91	.96 1.18	- 1.5 7	47	.12	NS
6	TVET programme with United Nations Development Program (UNDP) on PPP	Tertiary TSE(VTE)	2.25 2.48	1.00 .76	-.92	47	.36	NS
7	TVET programmes with International Labour Organization (ILO) on PPP	Tertiary TSE(VTE)	2.06 2.39	.77 .75	- 1.4 4	47	.16	NS
8	TVET programmes with United Nations Industrial Development Organization (UNIDO) on PPP	Tertiary TSE(VTE)	2.44 2.67	.73 1.08	-.77	47	.45	NS
9	TVET programmes with Japan International Cooperation Agency (JICA)	Tertiary TSE(VTE)	2.25 2.97	1.00 1.26	- 1.9 9	47	.05	NS
10	TVET programme development with different organizations in Nigeria	Tertiary TSE(VTE)	2.38 2.52	.81 .87	-.54	47	.59	NS
11	allow stakeholders to contribute to TVET programmes through PPP	Tertiary TSE(VTE)	2.13 2.30	.81 .85	-.70	47	.49	NS
12	improve cost-effectiveness in TVET programmes through PPP	Tertiary TSE(VTE)	2.00 2.33	.73 .85	- 1.3 4	47	.19	NS
13	investment in infrastructure for TVET programmes through PPP	Tertiary TSE(VTE)	3.06 2.88	1.18 1.22	.50	47	.62	NS
14	capital projects on TVET programmes through PPP	Tertiary TSE(VTE)	2.38 2.76	.89 1.15	- 1.1 7	47	.25	NS
15	periodic consultations with stakeholders on TVET programmes through PPP	Tertiary TSE(VTE)	2.81 2.73	.83 1.15	.26	47	.79	NS

16	effective delivery of skill training with stakeholders from industries and private sector on PPP	Tertiary TSE	3.00 2.82	1.41 .98	.52	47	.60	NS
17	new teaching and learning paradigm which requires e-learning in TVET programmes with stakeholders on PPP	Tertiary TSE	2.88 2.73	1.26 1.10	.42	47	.68	NS
18	deployment of e-learning infrastructure into TVET programmes with stakeholders on PPP	Tertiary TSE(VTE)	2.31 2.45	.70 .87	-.57	47	.57	NS
19	ensure collaboration with TVET partners to implement e-learning for TVET programmes	Tertiary TSE(VTE)	2.44 2.39	.89 .66	.19 3	47	.85	NS
20	Participate on PPP for e-learning in TVET programmes in order to increase access to TVET	Tertiary TSE(VTE)	3.25 2.55	1.34 .94	2.1 3	47	.04	S
21	Development of e-books on e-learning for TVET programmes through PPP	Tertiary TSE(VTE)	2.81 2.85	1.38 1.09	- .09 9	47	.92	NS
22	Partnership with Distance learning institutions on e-learning for TVET programmes	Tertiary TSE(VTE)	2.63 2.52	.81 .83	.44	47	.66	NS
23	Consultation with stakeholders to provide specific advice on e-learning for TVET programmes through PPP	Tertiary TSE(VTE)	2.19 2.24	.98 .71	-.22	47	.82	NS
24	Development of blueprint with stakeholders on PPP	Tertiary TSE(VTE)	2.38 2.09	.72 .80	1.2 0	47	.24	NS
	<b>Cluster t</b>	<b>Tertiary TSE(VTE)</b>	<b>2.52 2.60</b>	<b>.59 .46</b>	<b>-.54</b>	<b>47</b>	<b>.59</b>	<b>NS</b>

The data in Table 2 showed the mean difference between the response of management staff in Technology and Science Education department and staff of Tertiary Education (Vocational Technical Education Branch) on the level of Government Responsiveness and

Partnership in e-learning for TVET Programmes in Nigeria. The result revealed that there was no significant difference between the mean responses of staff of the two departments on all items except one. However, the cluster t-value of .46 with a degree of freedom of 47 and a no

significant value of 0.59 was obtained. Since the probability of 0.59 is greater than 0.05 set as level of significance for testing the hypothesis, the null hypothesis which stated that there is no significant difference in the mean rating of management staff in Technology and Science Education department and staff of Tertiary Education (Vocational Technical Education Branch) on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria is rejected. The implication is that management staff in the two departments had the same view on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria.

### **Findings**

1. It was found that out of the 24 items measuring Government Responsiveness and Partnership in e-Learning for TVET Programmes in Nigeria, Government was Somewhat Responsive to 15 and Irresponsive to nine.
2. It was also found that there was no significant difference between the mean responses of staff of the two Departments of the Federal Ministry of Education (Tertiary Education and Technology and
3. Science Education) on all items except one. The overall cluster t-value of -.54 with a degree of freedom of 47 and a critical value of 0.59 was also not significant.
4. The null hypothesis which stated that there is no significant difference

in the mean rating of Management Staff in Technology and Science Education department and Staff of Tertiary Education (Vocational Technical Education Branch) on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria was not rejected

### **Discussion of the Findings**

The finding revealed fifteen items as somewhat responsive on the level of government responsiveness and partnership in e-learning for TVET programmes in Nigeria. Also, nine items was revealed as irresponsive. However, the cluster t-value of .46 with a degree of freedom of 47 and a no significant value of 0.59 was obtained. Since the probability of 0.59 is greater than 0.05 set as level of significance for testing the hypothesis, the null hypothesis which stated that there is no significant difference in the mean rating of management staff in Technology and Science Education department and staff of Tertiary Education (Vocational Technical Education Branch) on the level of government responsiveness and partnership in e-learning for TVET Programmes in Nigeria is rejected. The findings is in agreement with Ladipo et al., (2013) that despite the continued efforts and responsiveness of government on TVET, technological progress, employment and industrialisation is still slow and unimpressive as evidenced by rising unemployment rate and level of poverty in the country. There is need therefore, to widen access in TVET programmes in

Nigeria through Partnerships in e-Learning for TVET programmes

### **Conclusions**

Collaboration between Government and the Private sector is a powerful way to ensure its responsiveness to the National and Global Economic Sphere in the 21st Century. Public-Private-Partnership (PPP) can be regarded as a set of institutional relationships between the Government and various Actors in the Private Sector and Civil Society. The application of technological innovation in education and the need for TVET graduates to compete globally necessitated the need for integrating e-learning tools in teaching and learning of TVET programmes. Effective implementation of e-learning for TVET programmes in Nigeria needs partnerships between public and private sectors. This is because of the high cost of providing e-learning infrastructure in TVET programmes. Government alone cannot provide the needed access to high quality infrastructure and skill training especially in the area of e-learning in TVET. Therefore, the private sector involvement, whether in provision of infrastructure or in the level of training delivery, can greatly enhance the deployment of e-learning for TVET programmes in Nigeria.

### **Recommendations**

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

1. Government should ensure that more emphasis is placed on PPP for

sustaining TVET programme in Nigeria for national development.

2. The private sector should be encouraged to initiate and participate in the provision of TVET facilities for effective skill acquisition.
3. There should be more collaboration between the private sectors on the provision of e-learning infrastructure in TVET programmes.
4. Through PPP with international stakeholders, government can gain best practice on the deployment of e-learning for TVET programme in Nigeria
5. The industries should also be partners in progress to assist in the provision of TVET training facilities on e-learning.
6. Interaction with institutions that have deployed e-learning in TVET programmes should be enhanced through PPP by government.

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