

**PRIVATE SECTORS PARTICIPATION IN THE IMPLEMENTATION OF
TECHNICAL AND VOCATIONAL EDUCATION PROGRAMMES IN
TECHNICAL COLLEGES IN EBONYI STATE, NIGERIA**

BY

NDEM, J. U. (Ph.D) AND NDU, B. OKAFOR (Ph.D)

Girls Secondary School, Enugwu-Agidi, Anambra State

Phone: +234803555348

Phone: +2347062145048

Email: ndemjoseph2012@gmail.com

Abstract

This study was carried out to assess the participation of the private sectors in the implementation of technical and vocational education programmes in technical colleges. The study was carried out in Ebonyi state of Nigeria. The study adopted survey research design. The population of the study was 205. The whole population was used for the study. Four research questions and two null-hypotheses guided the study. The instrument for data collection was a self developed structured questionnaire. The instrument was validated by three experts in the Department Technical and Vocational Education, Faculty of Education Ebonyi State University. The reliability of the instrument was determined by using Cronbach Alpha technique which yielded a reliability coefficient of 0.83. Two hundred and five (205) copies of the questionnaire were distributed to the respondents with the help of three research assistants and 202 were retrieved which were used for the analysis. Mean with standard deviation were used to analyze the research questions while t-test statistic was used to test the null hypotheses. Based on the analysis, it was revealed that the private sectors have participated little in the implementation of technical and vocational education programmes in technical colleges in Ebonyi State through provision of funds for repair of damaged tools and equipment, renovation of classrooms and provision of social amenities. It was, therefore, recommended among other things that the government should make policy that will compel the private sector to contribute certain percentage of their profit to technical and vocational education development.

Key Words: Private Sectors, Implementation, Technical and Vocational Education and Technical College.

Introduction

Technical and vocational education is broadly defined as Education that leads the participants to acquire practical skills, attitudes and understanding necessary for employment in a particular occupation, trade or group of occupations. Oranu (1990) described technical and vocational education as that aspect of education which prepares one for the world of work. It provides the necessary skills, knowledge, values and attitude for effective employment in specific occupations and to successfully work in various fields. Technical and vocational education was designed to meet the following objectives:

1. To provide trained manpower in the applied science, technology and business particularly at craft, advance craft and technical level,
2. To provide the technical and vocational skills necessary for agriculture, commercial and economic development and
3. To give training and impart the necessary skills to individuals who shall be self-reliant economically (FRN) (2008).

The importance of vocational education is numerous. According to National board for Technical education (2011) and Osuala (2004), vocational education helps to meet the manpower need of a country by planning, providing programs which satisfy and indicates the developmental aspect of value of what should be produced. It equips the recipients with the necessary skills to contribute to the welfare of the country. The

author further pointed that the economic and social well being of any society is dependent upon the skilled manpower in that society. Okoro (1993) strongly stressed that the economic potentials of education whether general or vocational lies largely on its effort to develop the manpower in that society. The level of Vocational education is an indicator in the faceor rise in the economic well being of the people. The over riding importance of skilled manpower needs in any nation depends on vocational and technical education. The potentialities of youth development is possible by training them in fundamental skills, inculcating in them a sense of direction, discipline, responsibility to meet up with job requirements (Okoro, 1993). Technical and Vocational education, which is designed to inculcate the right skills, knowledge, and attitudes to the individuals, can only be made possible if it is properly implemented.

Implementation, according to Nixon (1999), is referred to as the process of putting planned programme into action. It involves the actual practical application of the plan, idea, model, deign and specifications. The implementation of technical and vocational education can, therefore, be seen as a way of making the objectives of technical and vocational education to be achieved. The objectives of technical vocational education can be achieved if the necessary facilities are in place for its implementation. Some of these resources include: well equipped workshops and laboratories for practical

skillsadequate funds for procurement of necessary materials, availability of trained and qualified teachers and adequate policy framework and active teaching strategies (Nwachukwu, 2001).

Over the years, the implementation of technical and vocational education programmes, especially in Ebonyi State seem to be the sole responsibility of the state government. As an expensive education system, it requires huge amount of funds to procure the necessary materials, tools and machines. In this case government alone may not comfortably provide the needed materials for the implementation of technical and vocational education programme. Therefore; the participation of the private all the sectors is needed.

The private sectors in the context of this study include: communities, non-governmental organizations (NGOS), faith-based organizations, trade unions, national and international companies, self-sponsored foundations and individual practitioners. Private sector partnership in the implementation of technical and vocational education programme generally deals with the contributions of private sectors in curriculum implementation, teacher trainings, provision of teaching materials, facilities by private individuals and organizations (Patrinos, Barrora-Osoria and Guaqueta, 2009). A collaboration of the private sectors with the government can help solve some of the challenges to the implementation of technical and vocational education. It is on this basis that this research is designed to determine the extent

of participation of private sectors in the implementation of technical and vocational education in technical colleges on Ebonyi State.

Statement of the Problem

Technical and vocational education involves the development of skills and for this to be achieved; learners must be exposed to active teaching with the use of the appropriate materials. According to Nwachukwu (2001), the Nigerian system of implementing the objectives of technical and vocational education is questionable. At the moment, it appears that there are no clear indications of proper implementation of technical and vocational education programme in the technical colleges in Ebonyi state. In some technical colleges the workshops are not well equipped and classrooms are in bad conditions, poor equipped library and inadequate basic instructional materials. This situation has led students in technical colleges not to acquire the basic skills required from them, and this has invariably affected their performance on the job after graduation (Nwachukwu, 2001).

Furthermore, technical and vocational education being an expensive programme, needs huge sum of money. As a result it has not been easy for the government alone to successfully finance the programme. For instance, most of the technical colleges in the state are managed by the government which has been a great burden to the state government. It is on this basis that this work is designed to assess the extent private

sectors participation in the implementation of technical and vocational education in technical colleges in Ebonyi State.

Purpose of the Study

The main purpose of this study was to assess the extent of participation of the private sectors in the implementation of technical and vocational education programme in technical colleges in Ebonyi State. Specifically, the study sought to:

1. Determine the participation of the private sectors in the provision of funds for the implementation of technical and vocational education programmes in the technical colleges in Ebonyi State.
2. Determine the participation of the private sectors in contributing to the training and re-training of the technical and vocational teachers for the implementation of technical and vocational education programmes in technical colleges in Ebonyi State.
3. Determine the participation of the private sectors in providing equipment and facilities for the implementation of technical and vocational education programmes in the technical colleges.
4. Determine the participation of the private sectors in providing essential

Hypotheses

The following hypotheses guided the study:

H₀₁: There is no significant difference in the mean ratings of principals and the directors of private organizations on the participation of private sectors in training and retraining of technical and vocational Education teachers in the technical colleges.

H₀₂: There is no significant difference in the mean ratings of the principals and the directors of private organizations on the contributions of the private sectors in the provision of facilities and equipment in the technical colleges.

amenities for the implementation of technical and vocational Education programmes in the technical colleges.

Research Questions

The following research questions guided the study:

1. How have the private sectors participated in the provision of funds for the implementation of technical and vocational education programmes in technical colleges in Ebonyi State?
2. How have the private sectors contributed to the training and re-training of technical and vocational Education teachers for the implementation of technical vocational education programmes in the technical colleges?
3. How have the private sectors participated in the provision of equipment and facilities for the implementation of technical and vocational education programmes in technical colleges in Ebonyi State?
4. How have the private sectors provided essential amenities for the implementation of technical and vocational education programmes in technical colleges in Ebonyi State?

Methodology

This study adopted descriptive survey research design. The study was carried out in technical colleges in Ebonyi state of Nigeria. The study was guided by four specific purposes, four research questions and two null-hypotheses which were tested at 0.05 degree of significance. The population of the study was 205 made up of twelve principals and one hundred and ninety three directors of private organizations. There was no sampling, the whole population was studied. The instrument used for data collection was self-developed questionnaire which was structured on a 4-point rating scale of very Highly Participated (HP), Highly Participated (HP) Little Participated (LP) and not participated, with their nominal values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts from the Department of Technology and Vocational Education, Ebonyi State University. The reliability of the instrument were determined by using Cronbach Alpha technique which yielded a coefficient of

0.83. The 205 copies of the questionnaire were distributed by the researchers with the help of three research assistants. However, only 202 copies were returned which represented 98.5% return rate. The collected data were analyzed using mean with standard derivation for the research questions, while t-test statistic was used to test the hypotheses at 0.05 level of significance.

In taking decision, 2.50 was used as the bench mark, this was determined by adding the nominal values in the rating scale and divided by the number of cases. Any item with the mean score of 2.50 and above was adjudged to be agreed by the respondents that the private sectors have participated, while any item with the mean score below 2.50 was regarded that the private sectors have not participated. The t-calculated was compared with the t-tabulated for the test of hypotheses. If the t-calculated was less than the t-table, the null-hypotheses was accepted but if the t-calculated was greater than the t-table, the null-hypotheses was not accepted.

Results

Research Question 1: How have the private sectors provided funds for the implementation of technical and vocational education programmes in the technical colleges?

Table 1: Mean response of the Respondents on the Participation of the Private Sectors in Provision of Funds for the Implementation of Technical and Vocational Education Programs. N = 202

S/N	ITEM STATEMENTS	VHP	HP	LP	NP	\bar{x}	SD	REMARKS
-----	-----------------	-----	----	----	----	-----------	----	---------

1	Provision funds for building libraries in technical colleges.	10	108	59	28	2.70	0.88	Not Participated
2	Fund for the purchase of instructional materials	69	62	45	22	3.20	0.91	Participated
3	Provision funds for renovating and building classrooms and workshop	69	50	20	46	1.90	1.84	Not participated
4	Provision of funds for the purchase of machines and tools.	80	47	33	45	2.42	1.50	Not participated
5	Provision of funds for building hostels	20	150	30	05	1.40	0.88	Not participated
6	Provision of funds for construction of staff quarters	46	75	58	63	2.90	0.78	Participated
Grand mean						2.42		

Table 1 shows that items 2 and 6 had their mean score above the cut off point of 2.50. This indicates that the respondents were of the opinion that the private sectors have provided funds to a great extent for instructional materials and construction of staff quarters.

However, all other items had their mean score below the cut off point of 2.5. This

indicates that the respondents agreed that the private sectors have not participated in provision of funds for hostels, machines, libraries and renovating workshops and classrooms. The standard deviations ranged from 0.78-1.84, this indicates that the respondents were not far from each other.

Research Question 2: How have the private sectors contributed to the training and retraining of vocational teachers for the implementation of technical and vocational education programmes in technical colleges in Ebonyi State.

Table 2: Mean Scores of the Respondents Participation of Private Sectors in Training and Retraining Technical and Vocational Teachers. N = 202

S/N	ITEM STATEMENTS	VHP	HP	LP	NP	\bar{x}	SD	REMARKS
1.	Award of scholarships to teachers who wish to further their education	3	20	82	100	1.60	0.33	Not participated

2.	Organize seminars to update teachers' skills on new teaching techniques.	17	55	82	51	2.20	1.62	Not participated
3.	Sponsor teachers for short term course on their areas of specialization	23	64	78	40	2.30	0.63	Not participated
4.	Organize workshops to discuss current methodologies in teaching	18	63	77	47	2.30	0.41	Not participated
5.	Organize conferences for the teachers on the effective classroom management and use of equipment in teaching.	59	86	32	28	2.90	0.48	Participated
Grand mean							2.26	

All the items had their mean scores less than the cut-off point of 2.50 except item number 5. This implies that the respondents agreed that the private sectors have not contributed in training and retraining of vocational education teachers except in organizing conferences for the teachers on classroom management.

Research Question 3: How have the private sectors provided equipment and facilities for the implementation of technical and vocational education?

Table 3: Mean Scores on the Respondents' Participation of Private Sectors in Providing Equipment and Facilities in the Technical Colleges. N =202

S/N	ITEM STATEMENTS	VHP	HP	LP	NP	\bar{x}	SD	REMARKS
1.	Building workshop and libraries	58	84	38	25	2.90	0.81	Participated
2.	Leasing of farm land to schools for practical agriculture by community	5	23	77	100	3.78	0.51	Participated
3.	Building and equipping of workshops	28	49	68	60	3.24	0.44	Participated
4.	Supply of instructional materials such as books, chalk, boards etc.	38	70	55	42	2.50	0.38	Participated

5.	Donating machines and tools to carry out practical work	20	53	80	52	2.11	0.20	Not participated
6.	Supply consumable items or tools to Technical colleges	39	50	78	38	2.40	0.61	Not participated
Grand mean							2.82	

The result obtained from the table 3 above shows that items 1 to 4 had their mean scores within the cut-off point of 2.50 while items 2, 3, 5 and 6 had their mean scores less than the bench mark of 2.50. This implies that the private sectors participated in building of workshops, leasing farm land

for practical agriculture, equipping mechanical workshops, supplying of instructional materials but do not contribute in donating machines and tools to the school as well as supply of consumables to the school.

Research Question 4: How have the private sectors provided basic amenities for the implementation of Technical and Vocational Education in the Technical College.

Table 4: Mean Scores on the Respondents on the Participation in Providing Basic Amenities in Technical Colleges in Ebonyi State. N = 202

S/N	ITEM STATEMENTS	VH P	H P	LP	NP	\bar{x}	SD	REMARKS
1.	Provision of medical centers to Technical Colleges	10	37	56	10	2. 2	0.8 3 1	Not participated
2.	Provision of pipe-borne water	25	49	83	48	2. 2	0.4 1	Not participated
3.	Provision of utility vehicle	45	76	59	25	2. 7	1.9 0	Not participated
4.	Building of housing accommodation for staff and students.	5	19	53	12	1. 8	0.6 5 2	Not participated
5.	Provision of security facilities (fence, gates) to Technical Colleges.	16	38	78	73	2. 0	0.5 5	Not participated

The result obtained from table 4 shows that all the items had their mean scores less than the criterion level of 2.50. This implies that the private sectors have not participated in

the provision of basic amenities towards the development of technical vocational education in the technical college in Ebonyi State.

Hypotheses

H₀₁: There is no significant difference between the mean ratings of the principals of Technical colleges and the directors of private organizations on the private sectors participation in the training and retraining of Technical and vocational education Teachers for implementation of Technical and Vocational education programmes in Technical Colleges.

Table 5: Summary of the t-test Analysis on the Private Sector’s Participation in Training of Teachers.

Respondents	\bar{x}	SD	N	df	t-cal	t-tab	Interpretation
School principals	2.40	0.80	12	200	0.78	1.96	*
Directors of Private Organizations	2.30	0.96	190				

* = No significant difference.

Table 5 revealed that the t-calculated was less than the t-critical at 200 degree of freedom at 0.05 level of significance. This implies that the opinions of school principals did not differ significantly from the opinions of the directors of private organizations.

H₀₂: There is no significant difference between the mean ratings of the principals of Technical colleges and the directors of private organizations on private sectors participation on provision of equipment and facilities for the implementation of Technical and vocational education programmes in the Technical Colleges.

Table 6: Summary of the t-test Analysis on the Private Sectors’ Participation in Provision of Facilities and Equipment for Implementation of Technical and Vocational Education Programmes in Technical Colleges.

Respondents	\bar{x}	SD	N	df	t-cal	t-tab	Interpretation
School principals	2.42	0.07	12	200	-0.78	1.96	*
Directors of Private Organizations	2.53	0.77	190				

Table 6 reveals that the t-calculated was less than the t-critical at 200 degree of freedom and at 0.05 level of significance. Therefore, the null-hypothesis was

accepted, this is an indication that the opinions of the school principals were not significantly different from that of the directors of private organizations on the

participation of private sectors in provision of facilities and equipment for implementation of Technical and Vocational Education programmes in the Technical Colleges.

Findings

From the analysis of the data collected, the following findings emanated

1. The private sectors have done little in providing funds for implementation of technical and vocational education.
2. The private sectors have not participated effectively in training and retraining of technical and Vocational teachers except organizing seminars and conferences.
3. The private sectors have contributed very little in providing equipment and facilities in the technical colleges.
4. The private sectors have not participated in the provision of amenities for the implementation of technical and vocational education programme in technical colleges.
5. There was no significant difference in the opinions of the technical college principals and that of the directors of private organizations on the private sectors' participation in the implementation of the technical and vocational education programmes in Technical colleges.

Discussion of Findings

The result of this study shows that the private sectors participated very little in the provision of funds for building of libraries, workshops and building of hostels for students. This finding is in line with Patrinos et al (2009) who reported that the private sectors have not contributed much in the development of Technical and Vocational education programmes.

The study also reveals that the private sectors have participated very little in training and retraining of teachers, provision of tools and equipment and basic social amenities. These findings are in agreement with Edem (2010) who reported that training of teachers is one of the ways of assisting in the implementation of the educational programmes, however, the private sectors have not participated much in assisting to train Technical and Vocational education teachers. Also, Ezekwesili (2007) stressed that private partnership is essential in the development of the education sector, but this has not been achieved in Nigeria.

Conclusion

Technical and Vocational education is the education process which is designed for preparing individuals for skills required in a given occupation. This type of education is expensive because it requires tools, equipment and machines. As a result of the expensive nature of the education, it is always difficult for the government alone to finance the system, therefore, it becomes necessary for private sectors to participate in the implementation of the Technical and Vocational education programmes in

Technical College in Ebonyi State of Nigeria. The result of this research has revealed that the private sectors have contributed little in provision of funds for the implementation of technical and vocational education programme in the technical colleges in Ebonyi state of Nigeria. The private sectors have also not participated effectively in training of technical teachers except in organization of conferences and seminars. The private sector has contributed very little in provision of equipment and facilities in the technical colleges in Ebonyi State.

Recommendations

Based on the findings of the study, it was recommended that;

1. The government should make a policy that will ensure that private companies pay certain percentage of tax for the development of Technical and Vocational education.
2. The private sectors should be encouraged to be involved in the training of technical teachers through scholarships.
3. The relationship between the Technical and Vocational institutions and the private industries should be strengthened by helping to sponsor the development of the industries.
4. The private sectors should be encouraged to provide essential amenities in the technical colleges for the training of the students.

References

- Ezekwesili, O. (2007). Public private partnership is a way of injecting a new leases of life into the Education sector. *A paper presented at the commissioning of ultra modern science Technology innovation center in University of Nigeria Nsukka.*
- Federal Republic of Nigeria (2008). National Policy on Education. Lagos: NERDC Press.
- National Board for Technical Education (2011). *Technical Manpower Needs in Nigeria.* Kaduna: Espee Printing and Advertising.
- Nixon, M. (1999). Oxford Mini reference the Saurus. Oxford University Press.
- Nwachukwu, E. (2001). The problems and strategies in the development of vocational education. *The Nigeria UBA Journal.*
- Okoro, O.M. (1993). *Programme evaluation in education.* Obosi: Pacific Publishers.
- Oranu, R.N. (1990). Teaching N.C.E. teachers for vocational and technical education. *A paper presented of the Department of Vocational and Technical education, University of Nigeria, Nsukka Seminar.*

Osuala, E.C. (2004). *Foundation of Vocational education. Nsukka: Cheston Books.*

Patrinos, H.A., Barrera-Osoria, F., Guaquetta, J. (2009). The role and impact of public-private partnerships in Education.
<http://siteresources.worldbank.org>.

