

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) AND PRIVATE SECTOR PARTNERSHIP FOR NATIONAL DEVELOPMENT.

BY

AKPOMUDJERE, OVWIRORO

Department Of Business Education, College Of Education, Warri, Delta State
GSM. 08035200702 E-mail. ovwiroroakp@gmail.com

Abstract

A great need has arisen for more people to engage in private ventures. Government, non governmental organizations and individuals put all efforts at encouraging entrepreneurship in vocational disciplines as a way out of the poor state of the Nigerian economy which is greatly compounded by high rate of unemployment of the youths. Technical Vocational Education and Training at present suffers from serious deficiencies in terms of trained teachers and this is more so for the technical professions. The impact of the present brain drain in Nigeria, which has resulted in the massive loss of educated and skilled workforce, further compounds the problem. This paper is therefore focused mainly on technical vocational education and training (TVET) private sector partnership for national development. The study used survey research design. A population of 60 Business education lecturers of College of Education, Warri and Federal College of Education (Technical), Asaba was surveyed for the study. The entire population was studied because of its small size. 10 female lecturers as well as 16 male lecturers were randomly selected from College of Education Warri. In the same vein, 10 female lecturers and 14 male lecturers were also randomly selected from federal college of education (Technical) Asaba. A thirty item questionnaire was used for data collection. It was administered face to face to the 60 lecturers. The reliability of the instrument was established through split-half method. The correlation of the sets of scores using Pearson Product Moment Correlation 'r' yielded a co-efficient of 89 ($r = 0.89$). The questionnaire was face validated by two lecturers from College of Education Warri. The study showed that there is no significant difference between the perception of male and female lecturers in Colleges of Education on the various ways TVET private sector partnership can enhance the realization of TVET Programme objectives. Curriculum and teaching methods are not responding to labour market demands, lack of qualified, competent and motivated teachers, absence of key instruments for TVET development such as sufficient fund. Based on the findings therefore, it was suggested that the Federal /State government should collaborate with private enterprises to ensure the provision of qualified teachers as well as learning facilities/equipment for TVET programmes.

Keywords: Technical, Vocational Education, private sector, partnership. National Development

Introduction

Technical Vocational Education and Training (TVET) is concerned with the acquisition of knowledge and skills for the world of work. In the past various terms have been used to describe elements of the field that are now conceived as comprising TVET. This is any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for civil or self employment. TVET serves here as an overarching term to describe all kinds of formal and informal training and learning provided by or in all different institutions learning locations. As stated by Guskey (2010), TVET is an education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part of the total educational Programme and contributes towards the development of good citizens by developing their physical, social, civic, cultural and economic competence, all in a bid to enhancing National Development. National development in this context means the ability of a country or countries to improve the social welfare of the people e.g by providing social amenities like quality education, potable water, transportation infrastructure, medical care, etc. National development can also be referred to as the ability of a nation to improve the lives of its citizens. Measures of improvement may be material, such as an increase in the gross

domestic product, or social, such as literacy rates, vis-a-viz improvement in technical and vocational education and training (TVET) and availability of healthcare (Okoro, 2011).

Prehistory African communities have practiced various forms of vocational and technical education. The method was the apprenticeship system. Cole (2014) observes that vocational education is traditional in Nigeria forming a permanent feature of the daily activities of the people. The establishment of the programmes in the various government departments such as the Nigeria railway, public works and marine between 1908 and 1933 marked the beginning of organized technical and vocational education in the nation. However, Collin (2007) reports that this aspect of education in one form or the other was in vogue before the introduction of western education in Nigeria.

However, Technical and Vocational Education and Training in Delta State at present suffer from serious deficiencies in terms of trained human capital and this is more so for the technical professions. This poses a great threat to the state and Nigeria in general in reaching its Vision 2020 targets. It is sad to note that in Delta State, no much attention have been given to TVET by the stakeholders, the state of art is very low or simply in abysmal state. It is the responsibility of all and sundry particularly the state government to put necessary machinery in place to address the problem of youth unemployment through a viable,

workable TVET Programme. The Delta State governments have continued to pay lip service to the provision of adequate fund, employment of qualified/experienced teachers as well as the provision of adequate school plant/infrastructure which will aid the implementation of TVET Programme. Although the Education Sector Policy and the National Science, Technology and Innovation Policy clearly indicate the Government's commitment to develop and improve TVET, Nigeria is still in dire need of skilled workers and technicians. TVET in Nigeria still lacks effectiveness and relevance to the reality of the workplace. Even in those occupational fields that show high demand for skilled workforce, like the construction sector, TVET graduates remain unemployed because they have not acquired the practical hands-on competencies. Idialu (2013).

It must be emphasized that lack of clear and well articulated policies that can guide the development, provision and management of TVET programmes add to the problems in Nigeria according to Aso and Obaro (2010). It is not known how many Nigerians in total have access to relevant initial and continuing TVET. It is certain, that demand exceeds by far the current supply and that the majority of the young populations are not reached by TVET. Bart (2012) and Cheddar (2015) stated that the present examination system only measures theoretical achievements. Inappropriate management of Technical Schools, the missing link with the potential employers and the lack of school

monitoring and performance evaluation are the main reasons for the Schools' insufficient contribution to the development of much needed human capital. Guskey (2012) maintained that a great need has arisen for more people to engage in private ventures. Government, non governmental organizations and individuals put all efforts at encouraging entrepreneurship in vocational disciplines as a way out of the poor state of the Nigerian economy which is greatly compounded by high rate of unemployment of the youths. In the past ten to fifteen years, more than ever before more and more people are attempting to establish one venture or the other. Regrettably, vocational entrepreneurship development thus far has not produced the desired result, due to a myriad of problems and constraints. A significant number of them die at infancy. To arrest this ugly situation much has to be done.

Technical and Vocational Education and Training can serve as a veritable tool in this direction. It is the hub of economy of any nation. Just as the wheel rotates around the hub, the economic sector of Nigeria rotates around vocational and technical education considering the current socio-economic, scientific and technological development of Nigeria. Rashtriya (2015) pointed out that, the wealth and prosperity of a nation depends on the effective utilization of its human and material resources through industrialization.

Idialu (2013) maintained further that, the use of human for industrialization demands its education skills. Education industry opens up possibilities of greater fulfillment for the individual. Nigeria's economic resources of manpower can only become an asset in the modern world when trained and educated. For over 55 years, Nigerians are quietly hopeful that there would soon be a repositioning process in vocational and technical education sub-sector. The repositioning and revamping process in vocational and technical education must happen to save our country's economy. The signs in vocational and technical education sub-sector are not very encouraging. For instance, lack of qualified vocational and technical education teachers, lack of workshops or laboratories, lack of machines, equipment, hand tools and other infrastructures (Jackson 2012). Technical and Vocational Education and Training is preached by various successive governments since independence in Nigeria institutions of learning but not practiced. If vocational and technical education is practiced as it is done in China, India, Canada, United States of America and Germany, it would pave the way for a radical change in Nigeria entire economic system and this would enhance sustainable scientific and technological development of Nigeria.

Consequently, Change in vocational and technical education cannot be complete without adequately providing unique experiences such as research design and actual construction of project, practicing

problem solving with materials and gaining information on the world of work place in line with global standard or challenges. Vocational and technical education in Nigeria and globally is a unique area in educational sector that should teach not only occupational clusters and general conceptual knowledge but can also foster adaptability, build technical literacy and provide leisure skills through experience (Rashtriya, 2015; Gutskey, 2010).

The changes in vocational and technical education instructional delivery should be geared towards empowerment, job creation, and self reliance of Nigerian citizens in future and would also enhance scientific and technological development for actualization of vision 20:2020. Vocational and technical education should be able to teach a variety of sellable useful skills as well as imbibe good maintenance culture for the few machines or tools that are available. Vocational and technical education administrators can lead the way in bringing about needed changes in instructional delivery for empowerment and job creation for national development. Most vocational and technical education administrators are limited only by their vision and imagination. They should be able to promote meaningful changes or instructional delivery through technical and vocational education Programme(s). If this is actualized, it would automatically enhance the actualization of the transformation agenda of the government and Vision 20:2020 for sustainable development of Nigeria.

Purpose of the study

The main purpose of this study was to examine technical and vocational education and training (TVET) private sector partnership for national development in Delta State specifically, the study sought to

1. Identify the weaknesses of technical and vocational education and training in Delta State
2. Identify the strategies to be adopted by government (NCCE) towards tackling the challenges facing TVET in Delta State
3. Identify the various ways TVET private sector partnership can enhance the realization of TVET programme objectives.

Research Questions

1. What are the weaknesses of technical and vocational education and training in Delta State?
2. What are the strategies to be adopted by government (NCCE) towards tackling the challenges facing TVET in Delta State?
3. What are the various ways TVET private sector partnership can enhance the realization of TVET programme objectives?

Research Hypothesis

HO: There is no significant difference between in the perception of male and female lecturers' in the colleges of Education on the various ways TVET private sector partnership can enhance the realization of TVET programme objectives.

Method

The study adopted survey research design. A population of 60 Business education lecturers of College of Education, Warri and Federal college of Education (Technical), Asaba was surveyed for the study. The population comprised 39 male and 21 female lecturers of the two colleges. 10 female lecturers as well as 16 male lecturers were randomly selected from College of Education Warri. In the same vein, 15 female lecturers and 19 male lecturers were also randomly selected from federal college of education (Technical) Asaba. The purposes of the study were three with 3 research questions and a hypothesis respectively. The entire population was studied because of its small size and was considered adequate for the study because all the respondents are knowledgeable in the subject matter. Data on the population were obtained from the list of academic staff maintained by the departments in the two colleges.

A structured questionnaire containing 20 items in three clusters was used to collect data for the study. The reliability of the instrument was established through split-half method. The correlation of the sets of scores using Pearson Product Moment Correlation 'r' yielded a co-efficient of 89 ($r = 0.89$). The questionnaire was face validated by two lecturers from College of Education Warri. Only 50 respondents however, filled and returned the questionnaire correctly for analysis.

The data collected were analyzed using mean for the research questions and t-test for the null hypothesis at 0.05 level of significance. To reach a decision, the mean of the weighting scale was calculated thus: $5+4+3+2+1=15/5=3.00$. Any mean score of 3.00 and above were regarded as an issue or challenge and therefore accepted while items with mean below 3.00 were regarded as not issue or challenge and therefore

rejected.. If the calculated t-value is less than the critical table value of 2.01 at 48 degree of freedom, the null hypotheses is upheld and vice versa.

Presentation of Results

The results of the study were obtained from the research questions answered and data presented in Table 1-3 below

Research Question One: what are the weaknesses of TVET in DeltaState?

Table 1: Mean scores of the respondents on the weaknesses of TVET in DeltaState.

S/N	Weaknesses	Mean x	STD	Remark
1.	Curriculum and teaching methods are not responding to labour market demands	3.01	1.84	Agreed
2.	Poor and inadequate instructional materials and equipment	3.30	1.21	Agreed
3.	Lack of qualified, competent and motivated teachers	4.10	0.42	Agreed
4.	Absence of institutions lining TVET and labour market	3.13	0.81	Agreed
5.	Absence of key instruments for TVET development such as sufficient fund.	3.05	2.02	Agreed
6.	Absence of qualified teachers to teach VTE students how to use the internet	3.06	1.40	Agreed
7.	Low level of public/private sector partnership (PPP)	3.10	1.67	Agreed
8.	Under staff and low capacity of human resource in TVET planning and implementation.	4.00	1.25	Agreed
9.	Uncoordinated TVET implementation by different ministries and private institutions.	3.20	1.60	Agreed
10.	Difficulties in linking TVET development to national and district development.	3.04	1.45	Agreed
Grand Mean		3.29	1.36	

The data in Table 1, above show that the respondents agreed to all the items as the weaknesses of TVET in DeltaState. The Grand mean for all the items was 3.29 indicating that all the weaknesses of TVET in DeltaState.

Research Question Two: What are the strategies to be adopted by government (NCCE) towards tackling the challenges?

Table 2: Mean responses on the strategies to be adopted by government (NCCE) towards tackling the challenges.

S/N	Strategies Adopted By Government Towards Tackling The Challenges	Mean x	STD	Remark
1.	High political will to strengthen TVET	4.12	2.22	Agreed
2.	Commitment of TVET private sector partners to support TVET development	3.96	1.95	Agreed
3.	Monitoring of infrastructural development	3.44	2.07	Agreed
4.	Accreditation of Academic Programmes	3.36	1.53	Agreed
5.	Improving on the ICT capacity for NCE TVET Lecturers	3.05	3.07	Agreed
6.	Improving on the quality of lecturers recruited	4.39	2.08	Agreed
7.	TVET recognized as a national priority	3.43	1.57	Agreed
8.	TVET office in the Ministry of Education	4.04	2.02	Agreed
9.	Compulsory exposure of NCE VTE students to SIWES	4.00	2.02	Agreed
10.	Monitoring of Academic Programme mounted by Colleges	4.08	2.06	Agreed
Grand Mean		3.78	2.08	

The data in Table 2 above indicate that the respondents were in agreement with all the items listed as strategies to be adopted by N.C.C.E. towards tackling the challenges faced by TVET in Delta State. This is because the Grand mean (3.78) for the

items was above the cut-off point of 3.00. This means that all the items are important strategies to be adopted by N.C.C.E. towards tackling the challenges faced by TVET in Delta State.

Research Question Three: What are the various ways TVET private sector partners can enhance the realization of TVET programme objectives?

Table 3: Mean scores of the respondent on the various ways TVET private sector partners can enhance the realization of TVET programme objectives.

S/N	Ways of realizing TVET Programme objectives	Mean x	STD	Remark
1.	A of review / develop new TVET curricula in modular form based on occupational standard	3.11	1.74	Agreed
2.	Introduction of a demand-led competency-based training model	3.40	1.31	Agreed
3.	Development TVET teacher development programmes which ensure the both quality and quantity	4.10	0.52	Agreed

4.	Emphasize on initial and further training focussed on practical, pedagogical and entrepreneurial skills concerning teaching in workshops and laboratories as well as strengthening relationships to enterprises	3.13	0.82	Agreed
5.	Introduction of TVET financing framework agreed upon by all stakeholders following the principle that TVET beneficiaries have to co-finance it	3.05	2.08	Agreed
6.	Increasing of budget allocation to TVET sector	3.06	1.40	Agreed
7.	Involvement of private sector in the provision of TVET	3.10	1.67	Agreed
8.	Creating of conducive environment to enterprises to invest in TVET	4.10	1.55	Agreed
9.	Increasing of efficiency in TVET delivery in order to save TVET costs	3.60	1.84	Agreed
10.	Providing of appropriate equipments and improve training facilities.	3.05	1.65	Agreed
	Grand Mean	3.29	1.36	Agreed

The data in Table 3 above show that the respondents agreed to all the items as the various ways TVET private sector partnerships can enhance the realization of TVET programme objectives. The Grand mean for all the items was 3.29 indicating that all the items listed above are various ways TVET private sector partnerships can

enhance the realization of TVET programme objectives.

Test of Null Hypotheses

H₀ There is no significant difference between the perception of male and female lecturers in colleges of Education on the various ways TVET private sector partnership can enhance the realization of TVET Programme objectives.

Table 4: T-test result of mean ratings of respondents on the various ways TVET private sector partnership can enhance the realization of TVET programme objectives.

Variable categories		N	X	SD	DE	Level of sig	T-Cal	T.Val	Decision
Male	Colleges of Education Lecturers	31	3.30	1.96	48				Accept
Female	Colleges of Education Lecturers	19	3.44	1.87	0.05	2.22	2.01		Accept

Since the calculated value t_{cal} 2.22 was less than table value (t_{tab}) 2.01 at 0.05 level of significance, the hypothesis was therefore retained. The data in Table 4 above show that the t_{cal} of 2.22 is less than the t_{tab} of 2.01. This means that the respondents did not differ significantly in their mean ratings based on gender regarding the various ways TVET private sector partnership can enhance the realization of TVET programme objectives. The hypothesis was therefore upheld.

Discussion of Findings

The finding on difference between the perception of male and female lecturers in colleges of Education on the various ways TVET private sector partnership can enhance the realization of TVET Programme objectives result revealed that both male and female lecturers in colleges of education in Delta State did not differ significantly in their opinions regarding the various ways TVET private sector partnership can enhance the realization of TVET programme objectives.

A closer look at the study revealed that the weaknesses of technical and vocational education and training in Delta State which tends to affect TVET Programme objectives are: curriculum and teaching methods are not responding to labour market demands, lack of qualified, competent and motivated teachers, absence of key instruments for TVET development such as sufficient fund. All these agreed with Amadi(2012) who found that defective

curriculum and teaching methods, poor and inadequate instructional materials and equipment are obstacles that militate against the realization of TVET Programme objectives. This implies that absence of qualified teachers to teach VTE students how to use the internet and low level of public/private sector partnership (PPP) as well as under staff and low capacity of human resource in TVET planning and implementation have been hindering the actualization of TVET Programme objectives. This support the views of Guskey (2010b) who found that uncoordinated TVET implementation by different ministries and private institutions and difficulties in linking TVET development to national and district development hinder the actualization of TVET Programme objectives.

In the same vein, the findings on the strategies to be adopted by government (NCCE) towards tackling the challenges facing TVET in Delta State results show that High political will to strengthen TVET, commitment of TVET private sector partners to support TVET development are some vital strategies that could be adopted by the government (NCCE) in this direction. This aligns with the views of Jackson (2012) who asserted that monitoring of infrastructural development, accreditation of academic courses, improving on the ICT capacity for NCE TVET lecturers are path ways to tackling the challenges facing TVET in Delta State. This also implies that improving on the quality of lecturers recruited, TVET being recognized as a national priority,

establishment of TVET office in the ministry of education and compulsory exposure of NCE VTE students to SIWES could serve as veritable ways of tackling the challenges facing TVET in Delta State.

Consequently, the findings on the various ways TVET private sector partnership can enhance the realization of TVET Programme objectives result showed that a review/ development of new TVET curricula in modular form based on occupational standards, introduction of a demand-led competency-based training model can enhance the realization of TVET Programme objectives. This supports the view of Idialu (2013) who stated that development TVET teacher development programmes which ensure both quality and quantity, emphasize on initial and further training which focuses on practical, a review of TVET curriculum, pedagogical and entrepreneurial skills concerning teaching in workshops and laboratories as well as strengthening relationships to enterprises will surely boost the realization of TVET Programme objectives.

Lastly, the study further revealed that introduction of TVET financing framework agreed upon by all stakeholders following the principle that TVET beneficiaries have to co-finance it, increasing of budget allocation to TVET sector will help in the realization of TVET Programme objectives. This agrees with Schaefer and Moss (2013) who said that involvement of private sector in the provision of TVET and the creation

of conducive environment to enterprises to invest in TVET are ways of realizing TVET Programme objectives. This implies that increasing of efficiency in TVET delivery in order to save TVET costs by providing appropriate equipments and improving of training facilities are necessary ingredients to the pursuits and realization of TVET Programme objectives in Delta State.

Conclusions

Based on the findings of the study, it was concluded that poor and inadequate instructional materials/equipment, lack of qualified, competent and motivated teachers, absence of key instruments for TVET development such as sufficient fund are factors militating against the realization of TVET Programme objectives. Low capacity of human resource in TVET planning and implementation, uncoordinated TVET implementation by different ministries and private institutions and difficulties in linking TVET development to national and district development are some basic obstacles to smooth implementation as well as the realization of TVET Programme objectives. The study has shown that the government via NCCE could tackle the challenges facing TVET in Delta State by exhibiting a higher political will to strengthen TVET, greater commitment of TVET private sector partners by supporting TVET development, monitoring of infrastructural development, accreditation of academic courses and by simply improving on the ICT capacity for NCE TVET Lecturers. Since male and

female lecturers in colleges of education in Delta State did not differ significantly in their opinions regarding the various ways TVET private sector partnership can enhance the realization of TVET programme objectives, it therefore implies that all the afore-mentioned strategies are necessary in tackling the challenges facing TVET towards the realization of its objectives.

Recommendations

1. All the agencies involved in the supervision of colleges of Education programme should as a matter of urgency ensure that those strategies consciously instituted in the colleges for effectiveness are religiously adhered to.
2. The federal /state government should collaborate with private enterprises to ensure the provision of facilities/equipment for TVET programmes.
3. Authorities of colleges of Education on their own part should endeavour to implement these quality assurance policies diligently and adequately given the available resources.
4. The public-private partnership is the key to maximize human resource development impact on increasing productivity and competitiveness of Nigeria n economy as well as on opening a future for youth executing decent work in a sound environment. This partnership must ensure that TVET supports directly the use of economic growth potentials providing appropriately qualified workforce.

5. The E-learning instructional medium include, internet, intranet, satellite broadcast, CD ROM, video tape, etc. this would enhanced the needed change in vocational and technical education instructional delivery for empowerment and employment in the global labour market.

6. Lecturers and teachers should update their knowledge through quality research and going on sabbatical leave abroad or to developed countries to meet current demand in vocational and technical education in particular and in the educational system in general for sustainable development.

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