

**INCLUSION OF TECHNICAL AND VOCATIONAL EDUCATION TRAINING
(TVET) IN EMMANUEL ALAYANDE COLLEGE OF EDUCATION NCE
PROGRAMME: CHALLENGES AND WAY FORWARD**

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Abstract

The study was undertaken to investigate inclusion of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, NCE Programme: challenges and way forward. This paper significantly appraised Technical and Vocation Education and Training (TVET) as a bedrock to the technological development in Nigeria. A descriptive survey procedure was used in carrying out the study. The population of the study would be all the lecturers in the School of Vocation and Technical Education (VTE) at Isokun campus of Emmanuel Alayande College of Education, Oyo. Sampling technique adopted was purposive sampling method. This made up of one hundred (100) lecturers which were sampled from five major departments of School of Vocation and Technical Education (VTE). For this study, the researcher used Ranking Order Analysis and simple percentage to analyze the three research questions and respondent personal data respectively. The research instrument adopted was questionnaire titled "Technical and Vocation Education and Training Questionnaire (TVETQ). The study showed that Technical and Vocation Education and Training (TVET) is the main resolution to the crisis of unemployment and low hi-tech development in Nigeria. It is therefore recommended that the government should provide functional Technical and Vocation Education and Training (TVET) in all tertiary institutions in Nigeria, need to execute the Technical and Vocation Education and Training (TVET) policies and need for public enlightenment on essence of Technical and Vocation Education and Training (TVET).

Keywords: Inclusion, Technical and Vocation Education Training (TVET), NCE Programme, Technological Development, Policies Implementation

Introduction

Technical and Vocation Education and Training is used as a comprehensive term referring to those aspects of the educational 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. According to FGN (2013) the goal of Technical and Vocation Education and Training (TVET) shall be to:

- a. Provide trained manpower in the applied sciences; technology and business particularly at craft, advance craft and technical
- b. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and
- c. Give training and impart the necessary skills to individual for self-reliance economically

In technical colleges in pursuant of the above goals, the following must be identified: the main features of the curricular activities for technical colleges shall be structured in foundation and trade modules, the main features of the curricular activities for the technical colleges shall be structure in foundation and trade method and the curriculum for each trade shall consist of four components: General education, Theory and related courses, workshop practice, Industrial training and entrepreneurial training. Also, for effective participation of students in practical works, the teachers' ratio shall be kept at 1:20. This is to allow effective teaching-learning process.

However, it is expected that when the trainees completing technical college programme, they shall have three options: these include the following:

- i. Source employment either at the end of the whole course or after completing one or more modules of employable skills.
- ii. Set up their own businesses and become self employed and be to employ others.

- iii. Pursue further education in advance craft/technical programmes and in post secondary (tertiary) technical institutions such as polytechnic or colleges of education (technical) and universities.

Odera (2014) asserted that the peculiar complex nature and challenges of the 21st century is making so much different demands on every education system to be relevant, of good quality, accessible to all and functional else the society remain underdeveloped with its consequences. This is to say that development of indigenous manpower through the available programme in tertiary institutions serve as the propelling force for the national economic growth and political development. This is inevitable when we consider the emphasis being laid on the transfer of technology on this century and as a propelling force for the advancement and survival of the developing parts of the world of which Nigeria is inclusive.

Damachi(2001) asserted that for our education to satisfy the present demands, it must not just produce human capital for the labour market rather it should produce knowledgeable workers with flexible and adaptable skills. He further added that human capital should be such that can apply their critical and creative arsenals toward generating ideas for the continuous regeneration of the society and survival of humanity.

Ngwa(2003) in Brao(1994) even revealed in their works that facilitators who have made it in their field or professions exert much influence on the learners by making them to acquire higher achievement motivates a learner to participate in vocational education programme and the resultant effect is usually that of self-fulfillment, self-maintenance and self-enhancement.

In the light of the foregoing, this study sought to examine the inclusion of Technical and Vocational Education Training (TVET) in Emmanuel Alayande College of Education NCE programmes by highlighting some of the challenges with a view to proffer solutions.

Research Questions

The following questions were formulated and tested:

- i. What is the essence of inclusion of Technical and Vocation Education Training (TVET) in Emmanuel Alayande College of Education NCE programmes?
- ii. Are there any limitations in teaching of Technical and Vocational Education Training (TVET) in Emmanuel Alayande College of Education, Oyo?
- iii. In what ways can such limitations in teaching of Technical and Vocational Education Training (TVET) be resolved in Emmanuel Alayande College of Education, Oyo?

Purpose of the Study

The specific purpose of the study are:

- a) The study looked at the essence of inclusion of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education programme Oyo
- b) To investigated the limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo
- c) To provide remedies to the limitations facing the teaching of Technical and Vocation Education and Training (TVET) be solved in Emmanuel Alayande College of Education.

Significance of the Study

The following are the significance of this study:

- a) The study would help to identify the need for inclusion of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education programme Oyo.
- b) It would assist educational agencies to recognize the limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo.
- c) Also, it would help ministry of education to provide remedies to the restrictions facing the teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo.
- d) The findings of this study would give the public the opportunity to know how to know the importance of Technical and Vocation Education and Training (TVET) to Nigeria community.

- e) More so, the study would help in promoting consciousness of Technical and Vocation Education and Training (TVET).

Scope of the Study

The scope of the study covers Emmanuel Alayande College of Education, Oyo.

Methodology

A descriptive survey procedure was used in carrying out the study. The population of the study would be all the lecturers in the School of Vocation and Technical Education (VTE) at Isokun campus of Emmanuel Alayande College of Education, Oyo. Sampling technique adopted was purposive sampling method. This made up of one hundred (100) lecturers which were sampled from five major departments of School of Vocation and Technical Education (VTE). For this study, the researcher used Ranking Order Analysis and simple percentage to analyze the three research questions and respondent personal data respectively. The research instrument adopted was questionnaire titled "Technical and Vocation Education and Training Questionnaire (TVETQ).

The instrument that was used to gather data was researcher's devise questionnaire. The reason for using a questionnaire was to gather enough and useful information from the market women in the area of study. The questionnaire is divided into two (2) sections. Section A contains with the respondents personal data such as name of schools, age, sex and class. Section B consists of the question items and it has 30 question items. The format adopted for section B is Likert scaling format in which respondents were required to respond to. Content validity was used for this study as the strongest technique available for this study. In consideration of content validity, the researcher sought the help of some experts. This was done by giving the instrument to the supervisor and other experts (lecturers) to scrutinize and evaluate its contents and their correction and suggestions were sample and sampling techniques.

The researcher went to administer the questionnaire to the market women in markets selected. She often stayed with them to explain how he would want them to fill the questionnaire. A total of 100 copies of questionnaire were administered on the selected market

women in the study area. The research data collected was analyzed using simple percentages and Ranking Order Analysis.

Analysis of Data

Table 1: Respondents selected by Departments

Departments	No of respondents in the range	%
Business Education	20	20
Accounting Education	20	20
Agricultural Science	20	20
Technical Education	20	20
Home Economics	20	20
Total	100	100

From table 1 above, respondents selected by in each department are shown. Twenty (20%) lecturers were selected in each department.

Table 2: Distribution of Respondents by Sex

Sex	Frequency	%
Male	64	64
Female	36	36
Total	100	100

Table 2 shows the distribution of respondents' sex. Male respondents were 64(64%) while female counterparts were 36(36%).It means that male is more than female.

Table 3: Distribution of Respondents by Age

Age groups	Frequency	%
21-30	-	-
31-40	32	32
41-50	58	58
Above 50	10	10
TOTAL	100	100

The table 3 shows that the age of the respondents. Between 31-40 are 32(32%), 41-50 are 58(58 %) and above 50 are 10 respondents with representing 10%. The largest age group are between 41 and 50 years.

Table 4: Distribution of Respondents by Marital Status

Marital status	Frequency	%
Married	65	65
Divorced/Separated	35	35
Total	100	100

Table 4 above shows the marital status of the parents used for the study. Obviously, all of the respondents are married, i.e. 65(65 %), The singles or divorced parents are 35 (35%).

Table 5: Religion Affiliation Distribution of Respondents

Religion	Frequency	%
Christianity	46	46
Islam	54	54
Traditional	-	-
Total	500	100

Table 5 above shows the religion affiliation of the respondents used in this study. Among the respondents, 46(46 %) respondents are Christians while 54(54 %) are Muslims while no one practice traditional religion.

Table 6: Educational Background of the Respondents

Educational Attainment	No of respondents in the range	%
B. Ed /B.A/ B. Sc	-	
M. Ed/M.A/M.Sc	93	93
P.hD	7	7
Total	100	100

From table 6 above, the highest respondents 93 (93 %) were those with second degrees. Those with P.hD were 7(7%) respondents.

Answering of Research Questions

Research Question 1: What are essences of inclusion of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education NCE programme Oyo?

Table 7: Rank Order of Essence of inclusion of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education NCE Programme

S/N	Essence of inclusion of Technical and Vocation Education and Training (TVET) in NCE programme of Emmanuel Alayande College of Education, Oyo	SA	A	D	SD	Total	WM	Rank
1	Technical and Vocation Education and Training enhances training and impact the necessary skills to individual.	84	10	4	2	376	37.6	2
2	It make graduates to be productive to the society and self-reliance	94	1	2	3	386	38.6	1
3	It provides the technical knowledge and vocational skills available to individual	76	3	13	7	349	34.9	5
4	It provides trained manpower in the applied sciences; technology and business particularly at craft, advance craft and technical	84	5	8	3	370	37.0	3
5	It expands the Nigeria agricultural, commercial and economic development	79	5	4	16	358	35.8	4

Table 7 shows responses on the respondents on essences of inclusion of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education NCE programmes. The responses that Technical and Vocation Education and Training (TVET) make graduates to be productive to the society and self-reliance was highly rated with

the weighted mean of 38.6 .However, the statement that it provides the technical knowledge and vocational skills available to individual was least rated with weighted value of 34.9.

This is in line with Damachi (2001) asserted that for our education to satisfy the present demands, it must not just produce human capital for the labour market rather it should produce knowledgeable workers with flexible and adaptable skills. He further added that human capital should be such that can apply their critical and creative arsenals toward generating ideas for the continuous regeneration of the society and survival of humanity.

Research Question 2: Are there any limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College Of Education, Oyo.

Table 8: Rank Order of limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo

S/N	Limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo	SA	A	D	SD	Total	WM	Rank
1	Unstable power supply to operate the machines	68	25	2	5	288	28.8	4
2	Poor college/ school facilities(library, laboratory)	100	470	200	230	244	24.4	5
3	Inadequate training equipment for instructors	520	250	100	130	316	31.6	2
4	Poor industrialization policy that do not support graduates employment	81	15	4	-	375	37.5	1
5	Poor Planning of	46	23	16	14	30	30.1	3

	industrial training (IT) for undergraduates.							
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Table 8 displays respondent's responses on limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo. From the data collected, the respondents indicated that Poor industrialization policy that do not support graduates employment was highly rated with the weighted mean of 37.5. However, the response that inadequate training equipment for instructors was least rated with weighted value of 24.4. This study is in support of the conclusion of Okoh (2000) who acknowledged that inability of the federal and state government to effectively sustain educational funding demonstrates lack of adequate government planning. Also, Etejere (2012) in his view agreed that in Nigeria, policies are formulated but implementation often becomes a long awaited issue.

Research Question 3: In what ways can limitations in teaching of Technical and Vocation Education and Training (TVET) be solved in Emmanuel Alayande College of Education, Oyo?

Table 9: Rank Order of Remedies to Limitations in Teaching of Technical and Vocation Education and Training (TVET) be Solved In Emmanuel Alayande College of Education.

S/N	Remedies to limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education, Oyo	SA	A	D	SD	Total	WM	Rank
1	Need for provision regular power supply and sufficient training equipment for	53	28	12	7	328	32.9	2

	instructors							
2	Adequate school facilities (such as library, laboratory) should be provided	35	37	13	15	294	29.5	4
3	There should be adequate funding for Technical and Vocation Education and Training (TVET).	64	12	13	88	330	33.0	1
4	Proper industrial training (IT) should be in place for undergraduates	32	26	24	17	225	22.5	5
5	Stable industrialization policy that sustain graduates employment should be embraced in Nigeria.	654	122	57	167	326	32.6	3

Table 9 displays respondent's responses on Remedies to limitations in teaching of Technical and Vocation Education and Training (TVET) in Emmanuel Alayande College of Education. From the data collected, the respondents indicated that there should be adequate funding for Technical and Vocation Education and Training (TVET). was highly rated with the weighted mean of 33.0. However, the statement that says proper industrial training (IT) should be in place for undergraduates was least rated with weighted value of 22.5.

Etejere (2012) in his view agreed that poor funding is the central to the development of education in general and technical education in particular. In line with these findings, Adamaechi and Romaine (2000) in Etejere (2012) submitted that proper planning has been found to be at the root of every success of every good educational policy or programme

Conclusion

The study showed that Technical and Vocation Education and Training (TVET) is the main resolution to the various national crisis of unemployment and low hi-tech development in Nigeria. For education to satisfy the present demands, it must not just produce human capital for the labour market rather it should produce knowledgeable workers with flexible and adaptable skills. It is expected that Technical and Vocation Education and Training is to add value to human capital to be such that they can apply their critical and creativity toward generating ideas for the continuous renewal of the society and survival of human race.

Recommendations

The following are recommended:

- 1) The government should provide functional Technical and Vocation Education and Training (TVET) in all tertiary institutions In Nigeria
- 2) There is need to execute The Technical and Vocation Education and Training (TVET) Policies
- 3) There should be public enlightenment on essence of Technical and Vocational Education Training (TVET).
- 4) Need for provision regular power supply and sufficient training equipment for instructors
- 5) Adequate school facilities (such as library, laboratory) should be provided
- 6) Stable industrialization policy that sustains graduates employment should be embraced in Nigeria.
- 7) There should be adequate funding for Technical and Vocational Education Training (TVET).
- 8) Proper industrial training (IT) should be in place for undergraduates

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