

## BRIDGING THE MISSING LINKS IN THE IMPLEMENTATION OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING CURRICULUM IN NIGERIA

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## Abstract

The accomplishment of technical education curriculum implementation requires some level of government commitment because of its nature and importance towards reducing unemployment. Technical vocational education is a skill acquisition intervention program that targets an erudite learning for wisdom that makes individual appropriate and creative in the chosen field of technological and economic endeavor. To meet up with the 21<sup>st</sup> century demand for the supplying of technology workforce, the technical vocational education curriculum implementation in Nigeria must in totality be overhauled by ensuring that what is needed to achieve its goal is put in place for positive outcome. This paper discusses the philosophy of technical education towards job creation, the nature of technical education curriculum in institutions offering such programs, the implementation of the curriculum of technical education and the factors that impede the implementation of technical education curriculum in Nigeria. It was concluded that TVET curriculum implementation faced a lot of challenges. Therefore, all stakeholders concerned with the implementation of technical education within the sub-sector ought to put hands on together towards improvement of the implementation of technical education programs in Nigeria for better outcome.

## Research Highlights

1. Technical Education Curriculum
2. Technical Education Curriculum Implementation
3. Missing Links in the Implementation of TVET Curriculum in Nigeria

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## Technical Vocational Education. and Training Curriculum

Curriculum is the passageway to the growth of professional knowledge and skills which facilitate the flow from theory to practice (George, 2010). The major benefit of a technical vocational education curriculum are: (a) it focuses only on students' career training (b) it gives flexible programmes accessible from a multiple of sources and (c) provides training within many various areas that need technical skills rather than only academic experiences (Ellis, 2003). UNESCO (2009) defined curriculum as a sequence of organized learning experiences with the aim to generate definite, expected learning experience, and maintain that curriculum development are a set of learning practices intended to introduce deliberate experiences in organization to achieve better outcomes from the learners. Hence, TVET curriculum is a skills acquisition experience and training which provides competence for career and employment opportunity. It was noted by Ogbonnaya (2009) that, in many school settings, gaps exist between the intended and the learned curriculum and the author further explained that narrowing this



When there is effective curriculum implementation to a great extent to achieve the desired outcomes.

### **Technical, Vocational Education, and Training Curriculum Implementation**

Implementation of TVET curriculum at classroom level encompasses a lot of ideas with instructional activities must be properly plan for implementation to be effective and desired results within a time frame for the implementation. For instance, in order to achieve the desired results, but lacking a well-organized plan for implementation the scheme merit is so excellent, but lacking a well-organized plan for implementation is the answer. UNESCO (2011) explained that implementation effectiveness of technical vocational education in Nigeria focuses on different fields that should be clearly understood concerning NBTE program blue print. The aspects upon which consideration is of concern for effective implementation are to understand clearly the demand of the trainee, end outcome state or overall intervention expected in full.

The availability of infrastructural facilities and competent teacher should always be reviewed to predetermine time to ascertain their influence on TVET curriculum implementation in Nigeria. The significance roles play by teacher in curriculum development, design and most prominently accomplishment cannot be over-emphasized. Even though teachers were expected to implement the curriculum they should be involved during policy formulation during review of curriculum to make it more robust. At the moment, technical vocational education curriculum in Nigeria is designed for implementation without sufficient manpower to transform these elements into actualization. Hence, implementation of technical vocational education curriculum is not free from hitches (Ayonimike, 2014).

### **The Missing. Links in the Implementation. of TVET. Curriculum in Nigeria**

One of the challenges faced during the implementation TVET curriculum in Nigeria as observed by Egwu (2009) includes; limited and obsolete equipment and infrastructure, lack of standard libraries and workshop, decaying of blocks classroom, lack means of supporting structure for students industrial experience programme, brain drain on human capital flight, increase number of cultism cases, cheating during the examination and academic and social issues, frequently academic calendar changes, lack of qualify staff across board, lack of good teachers' conditions of service, insufficient fund and weak attitude collaboration among TVET institutions with other relevant organized private sectors.

### **Conclusion.**

It was concluded that technical vocational education curriculum implementation in Nigeria suffered with many impediments which are tantamount with some of the problems of education



in Nigeria such as lack of professional teachers, poor provision of instructional materials, poor funding, and obsolete facilities for effective implementation. Therefore, it become very difficult to achieve the objectives of TVET due to implementation ineffectiveness within technical vocational education institutions in Nigerian, the government, nongovernmental organization, international organizational, and stakeholders should work assiduously to bridge these missing links in order to improve the implementation of TVET curriculum for poverty alleviation.

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