



**NIGERIAN ASSOCIATION OF TEACHERS  
OF TECHNOLOGY (NATT)**



**ANNUAL NATIONAL  
Conference**

**MINNA 2016**

Monday 17th - Thursday 20th October 2016

*Proceedings*

**THEME**

**TVET AND LOCAL CONTENT DEVELOPMENT  
FOR SUSTAINABLE INDUSTRIALIZATION IN NIGERIA**

## Job creation and self-reliance in technical vocational education and training: A tool for sustainable industrialization in Nigeria

Sunday A. Andrew\*, R. Y. Karfe, Y. Ibrahim, A. M. Abubakar & R. Audu

*School of Science and Technology Education, Federal University of Technology, Minna*

\*Corresponding E-mail: [andrewsunday@futoyo.edu.ng](mailto:andrewsunday@futoyo.edu.ng) (Tel: +2347063109603)

### ABSTRACT

*This paper was set to examine job creation in technical vocational education and training a tool for sustainable industrialization in Nigeria. The relevance and appropriateness of the TVET curricula is for preparing individual for the world of work which must be reviewed on a regular basis to meet up with current technology development in the world of work. The paper pointed out inadequate infrastructure, issues of technology, teaching students theoretically and government interference as challenges hindrance quality and affordable skills required for self-reliance and job creation for sustainable industrialization. It also addressed strategies for self-reliance required for skills acquisition with some recommendations suggested that a combined curricula committee should be setup to x-ray the issues of skills among others to ensure quality and affordable skills using TVET for self-reliance and job creation for sustainable industrialization.*

**KEYWORDS** Technical and Vocational Education, Self-Reliance, Job Creation, Sustainable Industrialization

### Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is one of the ten function systems of modern societies. It is commonly divided formally into such stages as pre-school or kindergarten, primary school, secondary school and then college, university, or apprenticeship. Technical Vocational and Training Education: TVET is the education that provides the skills, knowledge and attitude that lead to the production of individual who are resourceful and productive (Jidagi, 2008). TVET emphasizes skills, knowledge and attitudinal acquisition for productivity and self-reliance.

Individual that is self-reliant can also be classified under entrepreneurial category. He/her is self-employed and a manager of his/her own organization. It has been stated that the importance of TVET cannot be over emphasized as it enables young people of skills and development of attitude and knowledge which will enable young people to play their part in the business community and help them to be self-reliant. Skill acquisition in TVET involves the mastery of practical skills and knowledge in a vocational and technical field of study. Skill acquisition in Nigerian educational system could be through TVET. This is done through teaching, training, retraining, practice experience and on-the-job training (Uzoka & Bayode, 2010). Skill acquisition in TVET involves the mastery of practical skills and knowledge in any TVET field of study. Skill acquisition can be attained in the following areas of vocational education: Industrial and trade technical education, vocational agricultural education, home economics, business education and distributive education.

The TVET empowers and prepares individuals to achieve full potential for contribution to better quality life. Onwuka (2000) pointed out that through TVET an individual is empowered to develop capabilities and values for the benefits of the individual and the society. Although there are three existing forms of education: formal and non-formal education. Formal education is the process of training and developing people in skill, mind, and knowledge, character in a structured and certified programme. It is mainly classroom-based and provided by trained teachers. Teaching materials and methods are advanced in formal education as compared to informal or non-formal education. The paper highlighted on TVET in the formal education system to assist the unemployed personnel to acquire the required skills and knowledge to enable him performs in their assigned duties in the world of work and to be self-reliant. Hornby (2010) stated that individual can acquire education through the process of teaching, training and learning especially in institution to improve knowledge and develop skills. It follows therefore that every individual including the emotionally challenged needs acquisition of skills and knowledge in order to develop their potentials (Anike, 2014). The TVET had a meeting point statement of individual acquiring necessary skill to be self-reliant in a chosen field as highlighted in the National Policy on Education (FRN, 2013). These goals if achieved will lead to industrialization of Nigerian economy and sustainable development in the country. The goals stated are all technical education skills required by an entrepreneur for survival as a business owner.

- To train manpower to be equipped with scientific, technological and business knowledge particularly at craft, advanced craft and at technical levels.
- To provide technical knowledge and vocational skills necessary for agricultural, commercial and economic development.
- To give training and impart the necessary skill to individual who shall be self-reliant economically

### skills acquisition for job creation in Nigeria

Various programs have been initiated in the past by both military and civilian administration and corporate bodies in the country aimed at skill acquisition, self-reliant, job creation, poverty eradication, food adequacy, wealth creation, youth empowerment and reduction of crime in the social society. The success rate of these programmes could be best imagined than discussed. The relevance of skill acquisition cannot be relegated in any nation. There is a great need to develop skilled personnel to update relevant skills to meet the requirements in the world of work. Looking at skill acquisition from industrial development, there is need for training programmes for persons of all working ages to help meet demands for new skills and adaptation to changes in industrial structure for sustainable industrialization. The graduates in different fields are roaming the streets in Nigeria as a result of lack of jobs for those TVET skills are necessary for job creation and self-reliant for sustainable industrialization. An important issue of skill development in Nigeria is to ensure that human resources are developed to such an extent that the achievement of desired rates of technological change will not be impeded through lack of personnel with suitable and functional skills for the world of work. Okorie (2010) made it clear that the country's strive for industrial development also means that more well-trained managers and technicians are needed to manage adequately the problems which are likely to arise mainly because of shortage of personnel with long industrial experience which can bring sustainable industrialization. There is need also to remove the weak points and deficiencies in indigenous workers, drop-outs, jobless personnel that graduated long ago without jobs, under-employed workers. There are workers with nonchalant attitude to work, the attitude to work and working relationship with others must be corrected through skill acquisition as entrepreneur in TVE programmes. Some of these weak points and deficiencies include: inadequate practical knowledge on the job that requires specification and precision; inadequate educational or professional background of practical oriented work. The worker may lack the initiative, managerial training, and poor relations with co-workers and reluctance to carry out manual work. It can also be seen as insufficient loyalty skills to a constituted authority or organization. The training needs and acquisition of skills are in great requirement in every point and situation mentioned because these are likely to have adverse effects on employee's productivity and retard industrial progress in the country (Okorie, 2010).

### Constraints of technical vocational education & training in Nigeria

There are a lot of reasons for the failure of TVET in Nigeria according to Amara, Imuwa & Ali-Momoh (2011). There are inadequate infrastructure/facilities like good road and power. There are challenges of electricity in Nigeria and the problem is still the same till date. The issue of technology education has been a major problem of the country. The institutions in Nigeria lack the technical know-how and most of the

science oriented courses are taught theoretically and the practical aspect of the courses are not given thorough consideration. The relevance and appropriateness of TVET curricula for preparing individual for the world of work is not reviewed on a regular basis, while, new machines, tools are manufactured for production in the industries. A student that is studying technical and practical, vocational subjects may not be opportune to handle lathe machine, wood work machine or use farm tools, water pump or tractor as the case may be. The computer students are not left out, you cannot find a computer education student using or handling computer throughout his period of training in a computer room. In Nigeria technologically, we cannot produce cars, vehicles, electrical or electronics instrument such as television or radio. It is this inadequate technology mechanical farming that is still making Nigerians to import most of goods and services needed by Nigerians (Ajayi, Akinmyowa, Enaini & Olorun, 2012). Nigeria government activities and policies interfere in TVET growth all over the country. There are other hindrance to the growth of technology and vocational advancement. There is mistrust, dishonesty and corruption. These three points mentioned are major challenges to the growth of TVET in Nigeria. The struggle to get rich is the reason for corruption and the get rich syndrome can also facilitate individual to be dishonest and eventually lead to mistrust in the business world.

#### Importance of self-reliance and job creation in Nigeria

An individual is said to be self-reliant when her/she can depend less on other people and his family in the management of her human and material resources. The citizens will be self-reliant when they have possible cause to access and utilize the essentials of life which includes good food, clothing, shelters, medication, transportations, and functional education (Ofoye, 2010). A self-reliant individual must be enterprising, he/she is enterprising when there is attributes of verbal skills for selling, dominating, leading, conceives himself as a strong, masculine leader, avoids well defined language or work situations requiring long periods of intellectual efforts, is extraceptive, differs from the conventional types in that he prefers ambiguous social tasks and has a greater concern with power status, and leadership, is orally aggressive (Okorie, 2010). Vocational preferences that can make individuals to be self-reliance these include business executive, hotel manager, industrial relations consultant, manufacturers, representative, master of ceremonies, political campaign manager, real estate salesman, restaurant workers, speculator, sports promoter, stock and bond salesman, television producer, travelling salesman and entrepreneurs that are self-reliant (Okorie, 2010). However a job can be defined as work done for which you receive regular payment. The oxford advanced learner's dictionary defined job as post, position, vacancy, placement, appointment or opening (Hornby, 2006). The creation of job can be possible if the candidate or personnel has the acquired entrepreneurial, technical or vocational skills needed to create or secure job either in the industry or become self-reliant. Job in the real sense is created for those that need it, desire it and can effectively perform the

expected skills to achieve the objectives of the industries. The improved entrepreneurial attitude of vocational personnel can lead to the self-reliance and job creation by a number of others. The government of federal, state and local can encourage successful business entrepreneurial organization. Further, national and international can create job in order to substitute profit. The entrepreneurial education can reach the cap of diversity and create job to their exploration date in the next 10 years. The lesson for job creation is to produce goods and services and the establishment of the institutions must require skilled personnel to actualize the objectives of the industries.

Furthermore, he spelled and economic commitment to Nigeria with respect to TVET calls for the creation of a full partnership between employers, students and educators in preparing individuals for the world of work. This is particularly true for those looking forward to wage employment. However, for those who may finish with the hope and desire for self-employment, then the involvement of small businesses in TVET programme becomes an absolute necessity. The TVET can expand its horizons to provide new options for youth and contribute to increased productivity through involvement in entrepreneurship education (Mudebele & Lukhele, 1995). With a limited industrial base, entrepreneurship self-employment should be presented to students as a career option in addition to the TVET. Processes for TVET should be initiated at both the secondary and post-secondary levels. The term job creation describes individuals who have economic opportunities for themselves and others through their ability to look beyond what presently exists within the job opportunity arena (Mudebele & Lukhele). He further explained that TVET creates new jobs and can also reshape jobs into positions which are more productive. The need to expand individual abilities to analyze their own generic occupational skills in order to create and expand the present economic base is critical for a sustainable economic growth.

## Conclusion

The TVET can be explained as synonymous form of training that seeks to develop one's knowledge, skills, mind, attitude and character towards self-reliant and job creation. These three areas are specially prepared to promote skills required for the world of work in different areas of life and career. Therefore TVET can be explained as a form of education given to individual who is willing to help, launch a new venture or enterprise and accept full responsibility for the outcome. Technical and vocational education is the education that provides the skills, knowledge and attitude that lead to production of individual who are resourceful and productive. A resourceful and productive personnel quality in TVET educator can best explain the meeting point of jobs creation. TVET educator is a joblessness, unemployment and eradication of poverty in our society. The TVET graduates can be helped to become independent, self-reliant and job creator through exposure to entrepreneurial, technical and vocational skills and knowledge that can assist them survive and create wealth in their environment which will lead to sustainable development and industrialization of the Nigerian economy.

## Recommendations

- i. Government should provide adequate infrastructural facilities like good road and power. Electricity supply should be given priority to solve the problems of epileptic power supply in Nigeria.
- ii. The TVET must be given due attention by the government and the teachers in secondary and tertiary institution. Practical aspect of practical oriented course should be taught with relevant tools and equipment in a well equipped workshops.
- iii. Government should encourage local entrepreneur to establish manufacturing industries to produce local materials for cars, computers electronics equipment, television to reduce importation of manufactured goods in the country.
- iv. Government should set-up technical and vocational training centre to produce the required skilled personnel to cater for the local demands of skilled personnel in Nigeria.
- v. Government should encouraged local production for self-reliance
- vi. Government should give soft loan to skilled individuals to boost production and to increase man power
- vii. Government should set-up a joint curricula of technical and vocational education to x-ray the possibilities of mismatching skills knowledge and initiatives or the acquisition of skills for self-reliant and job creation.

## References

- Ajayi, F.I.O., Akinmayowa, J. T. and Enaini, S.O. and Olohi, O. (2012). Profiling of the Nigerian entrepreneurs. 6(2). 326 - 352.
- Amara, A. Emuwa, E & Ali-Momo. (2010). "The Dilemma of the Nigerian Entrepreneur". <http://www.usinfor.state.gov/products/pubs/entrepreneurship/part> 01 November, 2011
- Anike, A. I. (2014). Education for the emotionally challenged children: A tool for wealth generation in Nigeria. *International Journal of Education Research*. 13(1) 301 - 312.
- Federal Republic of Nigeria (2013). *National Policy on Education*. Yaba, Lagos, NERDC Press.
- Hornby, A. S. (2006). *Oxford Advanced learner's dictionary* (7<sup>th</sup> edition), Oxford, New York: Oxford University Press.
- Mndebele, C. B. S. and Lukhele, L. B. (1995). Enhancing co-operation. Establishing Partnership in Technical and Vocational Education: co-operation between educational Institutions and enterprise in Technical and Vocational education

UNESCO/UNIVOC

- Ndagi, J.O. (2008). Technology education: the way forward. A key note address at the annual state conference of Nigerian Association of Teachers of Technology NATTT, April, 1-2.
- Oloye, O.I. and Asarah, M. (2010). Skills acquisition through fine and applied arts in Nigeria. Problems and prospects. *Journal of Qualitative Education*, 6(1) 138-145.
- Okorie, A. U. (2010). Technology education for self-reliance. A publication of annual state conference of Nigerian Association of Teachers of Technology NATTT, April, 1-2.
- Oladebo, S.O. A. (2008). Strategies for preparing youth for gainful occupation education. *Journal of Research in Education*, Vol. 1, Page 6 and 14.
- Onwuka, J.A. (2000). *Introduction to education: The Nigerian perspective*. Enugu: Ugoavin Publishers Nigeria Limited.
- Umunadi, E.K (2010). Acquisition of skills and competencies by technical education teachers and instrument for national growth in Nigeria. *Journal of qualitative education*, 6(1)19-24.