

Effective technical and vocational education and training for sustainable economic recovery in Nigeria

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Abstract

This paper examines the effect of Technical and Vocational Education and Training in Nigeria, its significance role with regards to the sustainable economic recovery. The development of a nation lies on its economic vibrancy and this is true particularly for developing nations like Nigeria, who is still grappling with chronic factors like unemployment and underemployment, which have kept them in the perpetual bondage of economic frustration. Technical and vocational education a multifaceted, multi-disciplinary and pragmatic field of study, is aimed at equipping the individuals with requisite technical and vocational education literacy skills, which will enhance their relevance and functionality in the society. As a result, it plays a vital and indispensable role in the development of the societal economic. This paper therefore looked into the challenges ahead as well as possible suggestions for moving the technical and vocational education programmes forward and enhanced effectiveness for the sustainable national economic recovery.

Introduction

Technical and Vocational Education and Training (TVET) can be described as any form of education whose purpose is to prepare occupation or group of occupations. Throughout the country, there is a growing awareness about the need for technical and vocational education. This improvement in societal perception and interest has culminated in demands for changes in content, organization and delivery of technical and vocational curriculum to reflect a new emphasis on technology (Uwaifo, 2009). World Bank (2006) affirmed that Technical and Vocational Education and Training systems play a crucial role in the social and economic development of a nation sustainable economic. Owing to their dynamic nature, they are continuously subject to the forces driving change in the schools, industry and society. Often shaped by the needs of the changing economy and local community, the challenges and opportunities are unique. The issue today is not so much about the value and importance of TVET but how to ensure its relevance, responsiveness and value in an increasingly global economic change. Technical and Vocational Education and Training system in Nigeria is like every part of the education sector in the country, undergoing large-scale reforms presently. The economy is growing at a low rate annually compared with already developed nations and industries were facing a huge shortage of well-educated and trained workers. It is recognized by government and industry alike that the current rapid economic and industrial development will be affected by the lack of educated employees if the technical and vocational education is not upgraded to provide skill workforce.

Concept of technical and vocational education and training

Before the coming of colonial masters, our ancient fathers practices indigenous training (informal education) which is vocational, because they are of believe that individual must contribute to the growth and development of the society and that of individual too. They practiced various skills like farming, hunting, fishing, blacksmithing, weaving, music, hair plating, animal rearing, leather working, building and others

Technical and vocational education and the national economic development

Technical and vocational education are extremely important in improving and processing the nation's economic development while supplying a capable workforce. Technical and vocational education if cheap and widespread can greatly reduce unemployment rates by giving people useful and moneymaking skills. Technical education can greatly improve efficiency in many aspects of the nation's economic and lead to the brilliant innovation in others of technology endeavour. In other to improve and compete in constantly evolving world. The nation needs to put more emphasis on technical and vocational education.

The role of technical and vocational education in nation economic cannot be overemphasized especially in term of capacity to individual more employable. It can respond to specific regional needs by producing the workers for a rapidly growing economic. Because of the important attached to this type of education. Therefore, effort should be made to coordinate it national manpower policy and to provide closer links with private employers and labour unions. Occupation projections is critical factors in determining needs for technical and vocational education programmes and a number of models have been developed to determine and project manpower supply and demand. It is hoped that technical and vocational education will adequately equip workforce to be more effective in the transformation of the nation economic toward greater high and to raise a generation of people who can think for themselves, respect the dignity of labour, and propel its citizenry into a blossom economic.

Conclusion

It was concluded that technical and vocational education in Nigeria is the main pivot for sustainable economic recovery. When individual in the micro setting are self-reliant that the macro economy becomes buoyant and stable. Therefore, technical and vocational education is the live wire of technology and sustainable economic recovery of the nation. It is no exaggeration to assert that technical and vocational education constitutes the arteries that supply life-sustaining blood through the system of country economy and standard of living. It will be an impossible task to plan and develop any economy in which technical and vocational education is not developed.

Recommendations

1. Industry, communities, religious organization, labour union and wealthy individual in the society should be encouraged to contribute in cash and kind to the growth and development of technical and vocational education at all level for economic transformation.
2. The public, employers of labour and the products of technical and vocational education programme should serve as a source of determining the efficacy, efficiency and the effectiveness of technical and vocational education based programme.
3. Workshop and seminars should be organized by government, technical and vocational educators, accrediting bodies and industries to the top government official in other to re-emphasize the value and benefit of technical and vocational education for the nation economics for proper government commitment.
4. Government should provide all it takes to succeed in technical and vocational education such as available materials, tools, equipment as well as human resources in the training institutions for maximum production of workforce in order to effectively harness the natural abundant recourses the country is blessed with.

alike. This knowing was passed to young ones through apprenticeship system. Umoh and Nkuma (2003) opined that, the learning and practice of skills by our ancestors has been on with the people right from human civilization and the methods of on-the-job training as well as apprenticeship system were usually adopted to transfer vocational skills from one person to another. Esene and Agbabu (1997) see technical and vocational education as a economic education as it is geared to the needs of the job market and thus contributes to the national economic system. They see this system of education to strives and contribute to the stability and growth of the local, state and national economies.

Technical and vocation education fight poverty, because it makes people to be use their hand and head to acquire money. Okoro (1993) says technical and vocational education has it primary purpose to prepare people for employment in recognized occupations. It caters for different kinds of people the young, old, physically challenges, and physically fit. This system of education according to Okala (2003) constitutes that aspect of education and training that bothers on the acquisition of practical and applied technical and commercial skills as well as basic scientific knowledge which are necessary for betterment of man's well-being. Since technical and vocational education eradicates poverty by giving people skills and improving the economics of the nation there is need for quality in the entire programme in all level of education. Umoh and Nkuma (2003) expressed that vocational and technical education programme must be based on certain principles. Some of them are:

- (a) A quality programme of technical and vocational education is flexible and capable of permitting youths and adults to enter into training when ready to do so.
- (b) The programme should be housed in physical facilities that are adequate, well-planned and properly equipped to provide realistic vocational practices.
- (c) Quality technical and vocational education programme should be staffed with calibre of knowledgeable and skills training-teachers.
- (d) It should provide learning of the skills employed in using the tools, machines and materials of the occupation and using them safely.
- (e) It should uses the methods and equipment as similar to actual working conditions as is practical in a school situation and there should be continue shop practice.
- (f) The curriculum should be adjusted to the changing needs of business and industry.

If these are properly tackle with all seriousness from the government and all relevant bodies concern, the rate of unemployment will drastically be reduced, indigenous industrial revolution will definitely be seen within all nook and crannies in the nation thereby bursting the economic growth of the nation.

Sustainable economic recovery through skill development

Wendelly (1980) says skill development embraces diverse processes which aims at transforming people to enable them contribute more effectively to both social and economic development of themselves and the nation at large. Skills development is an aspect of training to help in properly harnessing the nation resources and make them useful for biological lives. According to okoro (2000) skills development is essential for development of intrinsic potential in an individual and it enable people develop their intellectual, physical, social e.t.c there is a need to acquire appropriate skills. Okoro and Ezeji (2002) also sees technical and vocational education skill development as a well-established habit of doing something involving the acquisition of performance capabilities in the most economical way. The categories of skill needed in technical and vocational prgramme for sustainable economic recovery are:

- (a) Technical skill which involves understanding and proficiency in specific activities and techniques;
- (b) Human skill involving the ability to relate effectively in a group situation; and
- (c) Conceptual skill involving the capability of the management personnel to perceive the organization as an integral unit

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