



**AJOSIE**  
ISSN: 0189-241X

## **REVITALIZING THE VOCATIONAL AND TECHNICAL EDUCATION IN NIGERIA: IMPLICATION ON SUSTAINABLE ECONOMIC DEVELOPMENT THROUGH ENTREPRENEURSHIP TRAINING.**

**Jimoh Akintola Oladeji**

Department of Business Education,  
Federal College of Education, Jama'Are,  
Bauchi State. Nigeria.  
08076457848 olajakin7@gmail.com

**Adeniji, Oluwakemi.T**

Department of Home Economics,  
Aminu Saleh College of Education, Azare,  
Bauchi State. Nigeria.  
08137039161, kemiadeniji 74@gmail.com

### **Abstract**

*The history of education in Nigeria will be incomplete without entrepreneurial and vocational education. This is because like most under-developed countries, unemployment has been a disturbing factor to all governments and the only solution to unemployment is job creation which vocational education offers. At the beginning, in the colonial days, the missionary education system focused mainly on training catechists and with little or no program for vocational skills training in the formal education curriculum. Post-colonial Nigeria has, however, witnessed a concerted and deliberate effort in establishing entrepreneurial and vocational training centers and institutions. Despite the efforts by various governments, unemployment has been growing at an alarming rate. This paper conducted a review of the development of entrepreneurship in vocational education in Nigeria with particular emphasis on the causes of failure of the vocational training institutions in arresting unemployment. It was recommended among others that Products from vocational training activities should be promoted in order to encourage entrepreneurship and local consumption.*

**Keywords:** Revitalizing, Entrepreneurship, vocational education, technical education, economic development

### **Introduction**

The goals of Vocational and Technical Education in Nigeria are good enough and it is expected that at the end of the Secondary or tertiary education, 'the beneficiaries should be job providers and not job seekers. Vocational Business Education Programme (subjects) ought to produce youths that can take up clerical jobs and bookkeeping jobs in our economy. Many researchers observed that the

prevailing youth unemployment in the country stems from uncoordinated, unplanned and inadequate vocational training and unequal opportunities for skill acquisition (Akpan, Usoro, & Ibiritam, 2013; koye & Arimonu, 2016). However, according to Seyi (2014), unemployment, under achievement in academic work, low skill acquisition and poor job performance have become common features among graduates of Vocational and Technical Institutions. The responsibility to ensure effective achievement of Vocational and Technical skills among these graduates seems to remain a dream yet to be realized. It is an unpleasant situation given the environment in which the students grow. An environment characterized by poor school climate, inadequate pedagogical and curriculum delivery does not motivate learning (Cook & Artino, 2016). If institutions are to meet the challenges of preparing youths for self-employment and self-reliance, attention must be given to those observations made by Cook and Artino, most especially the pedagogical issue.

Teaching which can be seen as a systematic, rational and organized process of transmitting knowledge, performance and skills in accordance with professional principles is a deliberate and planned activity. The teacher is said to be a critical factor in the teaching—learning situation. Therefore, what a teacher does or does not do, makes a whole lot of difference in whether or not students will learn effectively and in an enjoyable way (Idris & Mbudai, 2017). For teaching to be effective, efficient and rewarding teachers must give sufficient thought to some methods and techniques of teaching. This is because, efficient and effective teaching can only take place when the instructor knows which method to use in a particular situation to meet specific goals. Moreover, the approach used by a teacher is very important to the success of the teaching process. It is good to note that how learners learn is pertinent to what method(s) a teacher adopts in teaching the learners. What students/apprentices learn depends not only on what they are taught but also on how they are taught.

In the views of Alhasan and Abdulahi (2013), Technical and Vocational Education and Training (TVET) plays an essential role in improving the wellbeing of youths and communities and increases productivity empowers individuals to become self-reliant and stimulates entrepreneurship. Good quality TVET is an essential tool for achieving a more sustainable empowerment among the youths since it helps to promote the development of skills, knowledge, values and economic growth. To achieve a sustainable empowerment attention should be paid to strengthening the gap between education and schooling, and preparations for the work with attention paid by improving Technical Vocation Education and Training in Nigeria.

The development of any nation hinges on the social and economic contribution of her citizens (Ozoemena, 2013). No nation can advance technologically, industrially and economically without developing a strong partnership initiative in the creation of wealth, poverty reduction and employment generation with required skills Akpomi, (2009).

Technical, Vocational Education and Training (TVET) is relevant and internationally competitive in the world market. TVET is also regarded as the most effective means of empowering the citizens to suitable sustainable national development, enhance employment, improves the quality of life, reduce poverty, limits the incidence of social vices due to joblessness and promotes a culture of peace freedom and democracy, Federal Ministry of Education (FME,2000). It is no gain saying that the developed nations such as Japan China USA and Germany have attained tremendous heights in terms of industrialization as a result of consistent investment in Technical and Vocational Education and Training of its citizens. In most of these countries, high schools offer TVET for lifelong trades for youth's empowerment (Ibeneme, 2011). Thus, TVET has been an integral part of National development strategies in many societies because of its impacts on productivity and economic development.

## **Vocational and Technical Education in Nigeria**

According to (Ojimba, 2013), the Nigerian National Policy on Education defined Vocational and Technical education 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 (NPE, 1981). Nigerian Educational Research and Development Council in Seyi (2014), defined Vocational Education as those aspects of education which involves general education; the study of technologies and related science; and the acquisition of practical knowledge, understanding, attitudes and skills relating to occupations in various sections of economic and social life.

The concept of Vocational education in Nigeria has been as old as the Nigeria's formal school system. Vocational and Technical Education (VTE) has a vital role to play in technological advancement of any country. It is a known fact that the training, acquisition and utilization of relevant skills by the people is indispensable for economic growth and national development (Seyi, 2014). There are various approaches that have been used in efforts to incorporate Vocational Education in Nigerian institutions and at various times. In particular, one of such efforts is the inclusion of the Nigerian Technical, Vocational Education, and Training (TVET) policy in the 2013 National Policy on Education of the Federal Republic of Nigeria (Okolie, et al., 2020). The policy was focused on fostering learners' development of saleable skills, awareness, and attitudes for work. The Nigerian National Policy on Education outline the goals of TVET as follows:

- i. To provide trained man – power in applied sciences, technology and business.
- ii. To provide technical knowledge and vocational skill necessary for economic development.
- iii. To give training and impart necessary skills for self-reliance economically

### **National Policy on Technical Education**

The first policy plan was in 1977, revised in 1981. In it, 1991 was the target date for technological take – off in Nigeria. The 6-3-3-4 system of education was the preferred one (Bamiro, 2014). However, this system was badly planned, inadequately funded, badly implemented and ended in fiasco. Nigeria's current plan to join some developed countries around the globe in improving technical expertise through national education policy is commendable. But, not much improvement has been recorded, hence, technical schools infrastructure and enrollment nationwide is still far below standard despite reformatations. Technical, Vocational Education And Training (TVET) is practiced under the following sub-sections, namely; pre-vocational, vocational, technical colleges, Colleges of Education (Technical), polytechnics and universities, (Moja, 2000). In order to sustain reforming the education sector, the Joint Admission and Matriculations Board (JAMB) accepted the National Technical Certificate (NTC) and National Business Certificate (NBC) as being adequate for admission into institutions of higher learning. Furthermore, all technical colleges were required to affiliate with National Business and Technical Examinations Board (NABTEB) for their examinations. Similarly, National Board for Technical Education (NBTE) regulates Polytechnics/monotechnics' programs. After comprehensive TVET education in designated schools it thus, equips people not only with vocational and technical skills but with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life. It entails the enrichment of the capabilities that influence the effective psychomotor or cognitive domains of individuals in readiness for entry into the world of work in order to satisfy their needs intrinsic and extrinsic needs, values, work and aspiration such that local and national needs would be met.

### **Entrepreneurship Training**

Entrepreneurship education is the form of education designed for the learner to become an entrepreneur. Adebayo and Kolawole (2013) described entrepreneurship education as a specialized training given to the students or trainees to acquire skills, ideas, managerial abilities and capabilities

for self-employment than being employed for pay. Entrepreneurship education according to European Commission (2006) is a training given to awaken sense of initiative of an individual and ability to turn ideas into action. It includes creativity, innovation, risk-taking, as well as the ability to plan, manage projects in order to achieve the objectives and to master one's own life. Entrepreneurship education in a school curriculum ensures that each learner has a chance to become an entrepreneur and each student is the architect of his/her fortune. Paul (2005) stated that entrepreneurship education aims to achieve the following among others.

- i. To offer functional education to the youths that will enable them to be self-employed and self-reliant
- ii. Provide the graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities
- iii. To serve as a catalyst for economic growth and development.
- iv. To reduce poverty
- v. To create employment opportunities.
- vi. Reduction in rural-urban migration.
- vii .Provide the graduates with enough training and support that will enable them to establish a career in small and medium size businesses.
- viii. To inculcate the spirit of perseverance in the youths and adults which will enable them to persisting any business venture they embark on.
- ix . Create smooth transition from traditional to a modern industrial economy. These aims of entrepreneurship education can be achieved through Technical, Vocational Education and Training

### Empowerment Programs for Sustainable Development in Nigeria

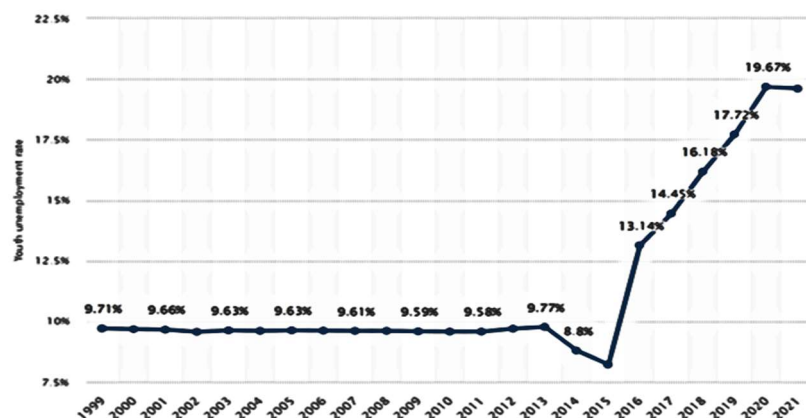
efforts

the

has  
from

World  
the

to the particularly acute economic recession experienced since the 2015-2016. The unemployment rate has also grown due to the Covid 19 pandemic (Nnanna, 2022). The government, in its attempt to arrest the growth of unemployment, brought up yet other poverty alleviation programs such as the NPower and the Tertiary Institutions Entrepreneurship Scheme (TIES).



Despite all the in establishing vocational training structures, unemployment in Nigeria has been on increase. For example, youth unemployment rate grown astronomically 2015 to 2021 (Statista, 2023). The Bank has attributed rise in unemployment

Figure 1: Youth unemployment rate from 1999 to 2021 (Source: statista.com)

### **Issues Impeding the Success of Vocational Education in Nigeria**

The problem of unemployment can be correlated with insufficient vocational skills among the citizenry, a situation which can cause insecurity and poverty. In trying to identify the immediate and remote cause(s) of the failure of the government to provide adequate vocational skills, the under listed are possible causes according to Aworanti, (2010).

- ❖ **Low quality training:** In general, the quality of training is low, with undue emphasis on theory and certification rather than skill acquisition and proficiency testing. Inadequate instructor training, inappropriate training equipment, poor aspiration of incoming trainees, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skill objectives.
- ❖ **Mismatch between training and labour market skill demand:** This accounted for high incidence of unemployment among graduates from formal school system. The reason for this situation is lack of collaboration between the training institutions and industries.
- ❖ **Poor perception of TVET:** For many years Technical and Vocational Education has been considered as a career path for the less academically endowed. This perception was fuelled by low qualification requirements for admission into TVET programmes. Also the view that polytechnics were set up to train the middle-level manpower the nation needs for economic development make schooling at polytechnic secondary compare to University.
- ❖ **Discrimination against graduates of technical schools:** Constitutionally, the Universities and Polytechnics in Nigeria are at par; they are all tertiary institution of learning. The Bachelor of Science degree (B.Sc) earned from Universities and Higher National Diploma (HND) earned from the Polytechnics are equivalents. Both B.Sc and HND holders spend at least five years in school and undertake the National Youth Service Corps (NYSC); a compulsory one year service to the Federal Government of Nigeria. However, this parity does not go further than the aspects mentioned above. HND graduates for instance, are not admitted into a Masters of Science (M.Sc) programme until they have acquired an additional post graduate qualification to their HND. Also, graduates of Polytechnics are not placed on the same salary level and step even in the Nigerian Federal and State civil services. The B.Sc holder's salary is always higher. Furthermore, the HND holder is discriminated against by most professional bodies in their registration.
- ❖ **Low enrollment at all levels of Technical Education:** This situation stems from poor public perception of TVET and discrimination of graduates from technical schools. The stigma that TVET is for second class citizen has led to the gradual disappearance of trade schools and Technical Training Colleges.
- ❖ **Weak monitoring and evaluation:** Training institutions do not track the employment destination of their graduates. Consequently, valuable feedback from past trainees on the quality of training they have received and the opportunity of their experience based inputs to be factored into the review of curricula and training packages are lost.
- ❖ **Inadequate financing:** It must be recognized that TVET is expensive on a per student basis. Even though subvention to training institutions particularly polytechnics has been increased, it is still grossly inadequate because unit costs are necessarily higher in TVET institutions than in primary and secondary schools due to small student-to teacher ratios, expensive training equipment and costly training materials are wasted during practical lessons. Moreover, the non-formal TVET in Nigeria which is the system of training imparted to young boys and girls by self-employed artisans and technicians is pervasive.

The education sector has continued to experience a progressive decline in its annual budgetary allocation far below the 26% benchmark recommended for education by the United Nations

Educational Scientific and Cultural Organization (UNESCO). Figure 2 shows the percentage of national budget that has been allocated to the education sector from 2016 to 2022. Undoubtedly, this development has impacted negatively on vocational education.

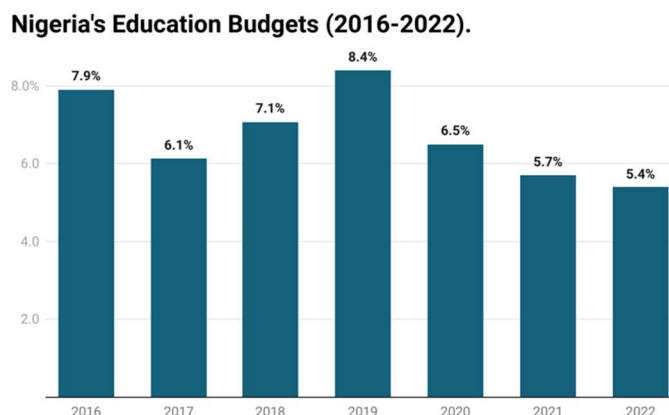


Figure 2: Nigerian education budget (Source: Dataphyte.com)

### Strategies for Revitalization of the Technical and Vocational Education and Training (TVET) Programs

All hope is not lost, Nigeria has numerous opportunities to enhance the growth of TVET programs. The following strategies are proposed in order to revitalize the TVET in Nigeria and meaningful engagement for the youths to achieve economic independence:

#### ➤ Open Apprenticeship Scheme

The TVET programs should be extended to include open apprenticeship scheme where youths should be encouraged to register and be attached as apprentices to companies, ministries, parastatals and professional craftsmen and women. Their workshops could be used as the training ground and knowledge. Upon graduation, certificates should be given which should be recognized by the public.

#### ➤ Incorporation of Waste to Wealth Activities in TVET Programs

TVET programs should incorporate 'waste to wealth' activities. In doing this, a vast area of land would be mapped out for collection and conversion of neglected materials and other scraps into useful products. Idle youths should be given training on how to gather the waste materials, and there should be payment options for the youths involved, which could be either by cash or by supplying the youths with the recycled material to sell and make their gains to boost their financial capacity.

#### ➤ Incorporating Practical Aspects in all the field of TVET

TVET programs incorporate more of theory but in practice there is little to show for it, (Okoye & Arimonu, 2016). With high rate of youth unemployment, there is need that all the careers in this field should be given its rightful place in the TVET programs using practical approach. Youths who are interested in farming, tailoring, poultry, building, typing, catering etc. should be encouraged and registered under the TVET programs. They should be given the opportunity by providing them with relevant training and orientation required to start the ventures. Improved tools and equipment should be provided to them and constant monitoring should be applied. They should be required to provide quarterly reports in order to ascertain their status at any given time. Help should be given to them when needed so as to achieve their goals and to provide an immediate temporary employment to a large number of the unemployed youths to boost their financial capacity.

#### ➤ Maintaining Different Levels in the TVET Program

TVE programs in Nigeria should be operated at different levels, so that at any level a youth stops, he could be given recognition, which could be in the form of a certificate or an award. The award or certificate when presented, could be used to get employment at the public or private establishments or further their career depending on the competencies possessed by the bearer. An examination body such as National Board for Technical Education (NBTE) could be given the responsibility of assessing the acquired skills possessed by the trainee in order to ascertain the issuance or non-issuance of the certificate or the award.

- Providing Vocational Guidance Youths should be provided with vocational guidance in order to enhance their capacity in choosing a career occupation. They should be exposed to several vocational areas from which they could select their area(s) of interest.

### **Conclusion**

No nation could be maximally developed when the youths are idle. Youths should be meaningfully engaged through the TVE. The TVE program should be revitalized to engage Nigerian youths irrespective of differences in their capabilities and capacities. For practical economic growth, the youths must imbibe Entrepreneurship Education, Technical and Vocational Training to produce goods and services locally. Proper funding of Vocational and Technical Education need not be overemphasized if Nigeria is to provide for adequate training of persons who can proffer solutions to our industrial apathy and technological backwardness. It is therefore imperative that demand-driven TVE programs which must be flexible and respond to the needs of the community and the local industry be established so that youths could choose one or more specialized area(s) and make their living.

### **Recommendation**

Finally, considering the various factors discussed in the foregoing, the following recommendations were made:

- i. There is need for the establishment of vocational education teacher training institutions across the country with a view to producing competent teachers who would teach by example in job creation drive.
- ii. The international standard for budgetary provisions for education, and particularly vocational education, should be strictly observed.
- iii. There is need for the improvement of power supply as most vocational education is based on power-dependent machinery.
- iv. The government should provide functional workshops in all vocational and entrepreneurial centers as well as encourage philanthropists to invest in vocational training activities.
- v. Products so produced from vocational training activities should be promoted in order to encourage entrepreneurship and local consumption

### **References**

- Akpan, G. A., Usoro, H. S., & Ibiritam, K. S. (2013). The evolution of vocational education in Nigeria and its role in national development. *The Intuition*, 5(4), 1-10.
- Bamiro O.A, (2014), Entrepreneurship, paper presented for the Mandatory Continuing Professional Education (MCPE) Course for Prospective Corporate Members organized by Nigeria Society of Engineers
- Cook, D. A., & Artino, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical education*, 50(10), 997-1014.
- Idris, A., & Mbudai, Y. (2017). Technical and Vocational Education: Challenges Towards Youths Empowerment in Kano State-Nigeria. *Journal of Technical Education and Training (JTET)*, 9(1), 1-12.

- Moja.T (2000), Nigeria Education Sector Analysis: An Analytical Synthesis of Performance And Main Issues .This Document Was produced for the World Bank  
National Directorate of Employment *NDE*. (2023, March 4). Retrieved from NDE Nigeria: <https://ndenigeria.wordpress.com/about/>
- Nnanna, J. 2022, *BusinessDay*. Retrieved from BusinessDay Web Site: <https://businessday.ng/backpage/article/towards-reducing-unemployment-in-nigeria-a-case-for-job-creation-hubs/>
- Offiong, A. A., Akpan, A. G., & Usoro, S. H. (2013). Funding of Vocational and Technical Education in Nigeria in Times of Global Economic Recession. *An International Journal of Arts and Humanities*, 149-158.
- Ojimba, D. P. (2013). Technical and Vocational Education: Imperatives for Socio-Economic and Political Stability in Nigeria. *European Scientific Journal*, 9(19), 9-18.
- Okolie, U. C., Nwajiuba, C. A., Binuomote, M. O., Osuji, C. U., Onajite, G. O., & Igwe, P. (2020). How Careers Advice and Guidance can Facilitate Career Development in TVET Graduates: The case in Nigeria. *Australian Journal of Career Development*, 29(2), 97-106.
- Okoye, R., & Arimonu, M. O. (2016). Technical and Vocational Education in Nigeria: Issues, Challenges . *Journal of Education and Practice*, 113-118.
- Oladejo, M. T., & Suberu, J. (2016). A Historical Analysis of Vocational Education in Western Nigeria, 1930s-1960s. *International Journal of Arts and Humanities Bahir Dar-Ethiopia*, 5(1), 108-122.
- Seyi, D. (2014). An Overview Of Vocational And Technical Education In Nigeria Under Secondary School Education System. *International Journal of Technology Enhancements and Emerging Engineering Research*, 2(6), 119-122.
- Statista. 2023, Retrieved from Statista Web Site: <https://www.statista.com/statistics/812300/youth-unemployment-rate-in-nigeria/2023>
- Taiwo, K. 2022, *Dataphyte*. Retrieved from Dataphyte Web Site: <https://www.dataphyte.com/latest-reports/education-development/with-n4-68-trillion-budget-allocation-in-6-years-nigerias-education-sector-struggles-to-improve/2022>
- Worldometer. (2023, Retrieved from Worldometer Web Site: <https://www.worldometers.info/2023>