

# INADEQUATE IMPLEMENTATION OF TECHNOLOGY AND VOCATIONAL EDUCATION CURRICULUM AT THE SECONDARY SCHOOL EDUCATION LEVEL FOR YOUTHS' EMPOWERMENT, SELF AND NATIONAL DEVELOPMENT IN NIGERIA.

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## **Abstract**

*The 6-3-3-4 system of education in Nigeria is a laudable step in the right direction for our technological development and industrialization. The paper therefore, focused on the curriculum of Technical and Vocational Education (TVE) at the secondary school education level and its inadequate methods of implementation. It also highlighted some of the concepts of curriculum and the basic reasons for the ineffective implementation of the curriculum. However, as a way forward, the paper recommended among others that, government should re-direct her efforts and political energy towards the effective implementation of the TVE curriculum at the Junior and Senior Secondary School levels in the country, efforts should be made to provide the much needed tools and equipment for its effective implementation and thus, contribute meaningfully to our National dreams of vision 2020 as one of the largest economies in the world.*

## **Introduction**

Youth is a period when one is at the apex of one's physical strength. It is the stage in life

between childhood and adulthood. According to Ezeji (2005), youths are at the stage when they undergo significant changes in their physical emotional and social make up. Indeed, this period in life is characterized by excesses and can be fraught with failing of rebellion, anxiety, confusion and naivety (Okwubunka, 1994). Thus, it appears ironical to the youths to conceive any form of empowerment for them who apparently wallow in the exuberance of vigour. According to Ezeji (2005) this is especially the case since youths restrict the meaning of empowerment to the

exercise of raw physical power of flexing muscles. The apparent conception of empowerment explains why youths possess abundant physical strength but lack the experience and sagacity to harness their strength to profitable ventures.

Conceptually, the word empowerment could be used to describe individual or group efforts at enhancing possessed potential. For example, Bush and Folger (1994) defined youth empowerment as the restoration of an individual's sense of his/her own values, strength, as well as his/her own capacity to handle life's problem. It needs to be emphasized that the whole essence of youths empowerment is to maximally utilize their potentials for the general good of

the society. Therefore, in these empowerment programmes, importance is attached to the development of United Nations (UN) adopted as international strategy-the world programme of Action for the youth extending to the year 2000 and beyond to address more effectively youth problems and to increase opportunities for their participation in society (Youth Empowerment Mission YEM, 2005). The world programme according to YEM is a blueprint for action which covers 10 priority areas: education, employment, hunger, poverty, the environment drug abuse, juvenile delinquency, leisure-time activities girls and young women and full and effective participation of youths in the life of society and in decision-making. In a world that has enormous dependence on technology, there is little wonder for the much reliance that is placed on technology education for youths empowerment and development. Technology education is defined in the National Master plan (Blue-print) for technical and vocational education (TVE) as any type of education in technology (FME, 2002). The blue-print further explained the objectives of the formal type of technology education as follows:

- i. Pre-vocational education in primary and secondary schools for general technological awareness, acquisition of technological literacy and the general technical versatility.
- ii. Vocational education in job specific vocational schools for the production of craftsman level of manpower
- iii. Technical education in polytechnical institutions for the production of

technicians/technology of level of manpower; and

- iv. Professional education in university for the production of manpower at professional level.

Besides the formal types of technical education, there are also the non-formal and informal ones (Puyate, 2008). The latter two types of technology education are conducted outside the formal school system. Among the three forms, the informal technical education is the most neglected and even in such documents as the Blue-print it was stated that, it cannot come under planning consideration (FME, 2001).

Technical education and national development given its wide spectrum, technical education has great capacity to empower the youths and the society in different spheres of life. Ezeji (2005), stated that, it is hard to conceive any other type of education comparable with technical education that could totally empower the youths.

Owing to its various appeals to the three domains of educational objectives technical education possesses the rudiments to empower the youths brains, hands and heart (3Hs). As a major segment of technical education, the technical vocational education (TVE) programme comes handy in achieving the objectives of youth empowerment.

According to the United Nations Educational scientific and cultural organization-UNESCO and the International Labour Organization-(ILO) (2002) recommendation TVE should be a means of preparing for occupational fields and as an aspect of life long learning and a preparation for responsible citizenship thus, it facilitates poverty alleviation.

The formal TVE programmes as they exist in various institutions in Nigeria fall short of their expected end. Students who graduate from these programmes are not being employable as they were neither empowered intellectually nor with manipulative skills. Essentially, the facilities for training TVE students are always in shortfall and a number of teachers in these institutions are not truly professionals in their jobs, thus, there is the vicious circle of official endorsement of mediocrity where in the government regards these institutions as social outfits that can afford salaries for teachers whose needs are better elsewhere than in these programmes.

Throughout the education history of Nigeria, both disciplines have contested for attention and the latest may adversely affect TVE programmes since most of the educational planners are hardly conversant with the demands of TVE. Even the policy of converting technical colleges to science and Technical College is fraught with similar problems. One wonders what will become of these schools with the new structure of model universal Basic Education (UBE) schools which will extend basic education to junior secondary school level (Ezeji, 2005).

#### **Concept of Technical /Vocational Education**

Technology education was formerly limited to technical education which according to Puyate (2008) is the aspect of education which involves the application of the knowledge of science for the improvement of man's living standard. Today technology education includes vocational education which involves training in the process of acquisition of saleable skills and the application of both science and technical

skills to practical problem. Vocational education is a form of education designed to equip the learners for gainful employment. Okoro (1993) described technical and vocation education as that part of education that provides the skills, knowledge, and attitude necessary for effective employment in specific occupation.

According to Dawodu (2006), technical and vocational education are the most reliable vehicles for self sustenance, economic prosperity and political supremacy of a nation over others. Technical and vocational education according to Osuala (1981), is a form of education includes preparations for employment in any industry for specialized education for which there is societal needs on which can most approximately be acquired in schools. According to Technical Government of Nigeria (2004) technical and vocational education are two comprehensive terms referring to those aspects of the educational processes involving general education, the study of technology, related sciences and the acquisition of practical skills, attitude, and knowledge relating to occupations in various sectors of our economic life.

In summary technical and vocational education (TVE) could be described as

- i. an integral part of general education;
- ii. a means of preparing for occupational fields and effective participation in the world of work;
- iii. an aspect of life-long learning and preparation for responsible citizenship;
- iv. an instrument for promoting environmentally sound

- sustainable development; and
- v. a method of alleviating poverty.
- Technical and vocational education is particularly relevant in solving the present economic problems in the country due to the advancement in technology, occupational mobility, high rate of unemployment and increasing number of women in work force (Puyate, 2008). TVE is concerned with producing the manpower who will apply scientific skills towards the environment more conducive and useful for mankind. According to Olaitan (1990), technical and vocational education (TVE) is for:
- a. Skills and knowledge acquired in the society
  - b. Economic development
  - c. Work and economic activities
  - d. Self-reliance and employment
  - e. Job creation and
  - f. Self-respect social contact and participation.

#### **Technical and Vocational Education Curriculum at the Secondary School Level**

According to the National Policy on Education (NPE, 2004) the Junior Secondary School is pre-vocational and academic in which every student is expected to offer:

- i. At least 10 and at most 13 subjects
- ii. All subject in group A
- iii. At lease one (1) Subject from Groups B and C.

However, Group A comprises one (1) core subject including (1) English languages (2) French (3) mathematics (4) Language of the environment (5) One major Nigerian language other them that of the environment (6) Integrated science (7) Social studies and (8) Introductivity technology. Group b comprises vocational electives such as

(1) Agriculture (2) Business studies (3) Home economics (4) Local craft 95) Computer education (6) Fine Arts and (7) Music while A Group C comprises non pre-vocational electives of (1) Religious knowledge (2) Physical and health Education and (3) Arabi. From the above curriculum, it means that, students at this level are stream-lined based on their results into:

1. The Senior Secondary School Education
2. The Technical College Education
3. An out of School Vocation Training
4. An apprenticeship scheme (Puyate, 2008).

Based on the above, students in the senior secondary school level are expected to offer all the (6) six core subjects in Group A and a minimum of one and a maximum of two from the list of elective subjects in groups B and C, as to give a maximum available in the school curriculum at the Junior Secondary School Level (JSS) as electives are Applied Electricity, Electronics, Building Construction, Woodwork, Auto-mechanics, metal Work and Technical Drawing (TD).

Ocheja (1999) lamented that, this great innovation did not translate into practical reality because, the curriculum was not properly implemented. It is partly for these reasons that the curriculum of TVE has come under sharp criticism in recent years.

#### **Concept of Curriculum for Self Reliance and Development**

According to Olaitan (1997), curriculum is the sum total of all activities or learning experiences presented to the learner planned and directed by the school for the attainment of educational objective. However, Ocheja (1999) opined that curriculum is a programme which equips

the recipients with the needed practical and manipulative skills and basic scientific knowledge to enable them serve the society appropriately.

According to Olaitan (19970, the non effective implementation of TVE curriculum at the junior and senior secondary school education levels are. Basically due to;

1. In conducive environment for leaving and implementation
2. Inadequate funding of the programmes
3. Lack of relevant training materials tools and equipment
4. lack of maintenance culture
5. lack adequate monitoring mechanism
6. Lack of political will
7. Poor industrialization
8. Poor attitudes the society
9. lack of motivation for teachers etc

#### **Recommendations**

Based on the above and if Nigeria is to be one of the largest economics of the world the following recommendations are made:

1. Government should re-direct her efforts and political energies to the effective implementation of the TVE curriculum at the junior and senior secondary school levels in the country.
2. Efforts should be made to provide the needed tools and equipment for the programme of TVE at all levels in the country.
3. Government should increase her funding of the education sector to at least 26 percent in line with United nations Standard and recommendations
4. Government should motivate technical and other teacher adequately

5. Government should train and re-train technical manpower in the country.

#### **Conclusion**

Nigeria is a great country with the needed human, and material resource to harness her potentials. The countries quest or dream to be one of the largest economic of the world by 202 is laudable but requires of the co-operation and all sectors of the national economy. The national introduction of the 6-3-3-4 system of education in the country is part of our governments effort to bring about the much needed technological development and advancement industrially. The system is presently facing some problems of lack of necessary political will in funding their education sector adequately, lack of industrialization process, improper planning of programme implementation lack of maintenance culture for the implementation of our basic spring-board for national development and technological advancement which is the TVE curriculum at the secondary school level.

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