

# UTILIZING COUNSELLING EDUCATION IN REPOSITIONING TECHNICAL AND VOCATIONAL TRAINING (TVT) FOR NATIONAL DEVELOPMENT.

BY

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## Abstract

*This paper portrays the role of counselling education in repositioning technical and vocational training for national study; questionnaires were distributed to purposively select technical and vocational education and counselling students and lecturers in three higher institutions. The formulated objectives and hypotheses were tested with mean statistics, Pearson product correlation co-efficient ( $r$ ) and the Spearman Rank-order correlation Co-efficient ( $\rho$ ). Findings revealed that, Technical vocational training were poorly funded in Nigerian tertiary institutions. There were also problem of curriculum teaching methodology; trainees lacked counselling skills for a sustainable entrepreneurship, poor infrastructural development, inadequate opportunities for industrial experiences and inadequate time for practicals. It was however recommended that, technical and vocational trainees should be made to others acquire basic counselling skills; there should be massive infrastructural development, qualified and experienced counselling and vocational teachers should be attracted, employed and retained, among others.*

## INTRODUCTION

Nigerian society consists of over 250 ethno-linguistic groups and she is blessed with abundant human and natural resources. Soludo (2007) says that Nigeria is the largest black nation in the world, largest oil producer, sixth largest depositor of gas, 34 solid minerals, 44 exportable commodities and huge arable land. Unfortunately, these massive credentials have not been converted into a solid economic base that can transform the lives of the citizenry.

Several economic reforms and strategic plans have been implemented in Nigeria to improve the economy. Some are 'lying in state' while others died before reaping their dividends. It was against this backdrop that the democratic government of then Shehu Musa Yar'Adua came up with vision 2020 coupled with his 7-point agenda, poised to place Nigeria in the top economies of the

world.

There have been skepticism about the ability of Nigeria to turn this noble dream into reality. This is based on the premises of the historical and economic record of the past 50 years. However, Dike (2009) noted that, if Yar'Adua vision 2020 and his 7-point agenda were to succeed, they must include technical and vocational training, as it would be the engine for economic growth. Further, Counselling education has a great role to play in this socio-economic development of the nation.

The National planning commission (2004) and The National Policy on Education (2004) defined technical and vocational training as that aspect of education which lead to the acquisition of practical and applied skills as well as basic scientific knowledge. Though technical and vocational education are taught at all levels of education to both sexes, since the

and retaining a job, facilitating judicious adjustment to one's job and job mates, developing/modifying one's vocational behavior in a way consonant with group expectation.

Egbo,(2008) also perceives counselling as a process of helping an individual in terms of acquiring decision-making skills, making appropriate choices from a number of alternatives, acquiring, coping skills, learning adjustment strategies and problem-solving skills, getting acquainted with and becoming aware of opportunities in the personal-social educational and vocational world. Further Okoye (2001) notes that high quality production within the industrial setting is best achieved in an atmosphere of peace and tranquility and so advises that it is only through counselling that such vital information can be obtained. From the above definitions , it is obvious that technical and vocational training that are void of counselling cannot adequately achieve their objectives.

#### **The Role of Counselling in promoting TVT.**

Agbiowu (2010) opines said that a TVT graduate need not be a financial expert before making impact in business; but the knowledge of the necessary skills will help him in running the business therefore, the need for counselling. Counselling will help guide the entrepreneur on the need for him to prepare the feasibility study when going into a new business.

Okoye and Yesufu (2010) note that counselling information plays a vital role in decision making process of any organization in terms of providing adequate and timely information. Some of these counselling information include; Records of assets and liabilities; Records of debtors and creditors; Records of information relating to taxes and

government financial policies/regulations; Records of information of resources of funds and materials; Records of bank and cash transactions and above all personal relationship in the industrial setting.

#### **Factors Militating Against The Effectiveness of Technical And Vocational Education in Nigerian Tertiary Institutions**

In achieving the goals of vision 20:2020 through TVT as one of the tools, all the problems, challenges and bogging issues must be identified and resolved. In the light of this, Ekwe (2009) identified the followings as the current issue that may truncate TVT as an effective tool for national development: inadequate facilities; paucity of qualified teachers; limited opportunities for supervised industrial experience; poor curriculum development; issues of dichotomy; inadequate funding; poor methodology. Ukpore (2009) also identified the following as challenges of technical and vocational training; poor curriculum development and teaching methodology; inadequate trained and qualified teachers; Non-challant attitude of policy makers to genuine criticism, suggestion and inadequate funding.

Further Yvonmo (2009) identified the following as the factors affecting TVT; insufficient funding; insufficient periods of practical; inadequate laboratory facilities; inadequate manpower; unfavourable public attitude towards practical work. Ekwe (1998), highlighted the following as militating factors against the development of TVT: non-enforcement of government policies; lack of equipment and workshops; lack of qualified vocational teachers; inadequate funding; poor societal attitude; lack of indigenous textbooks. Further Tinuoye

(2009) also identified the followings as impediments to TVT effectiveness: inadequate fund; Lack of informational materials; lack of infrastructural facilities; politics and discrimination in TVT working environment.

### **The Influence of TVT in National Development**

Amao et al (2000) in Ogudo and Nwachokor (2009) note that the objectives of TVT in national development include; providing technological literacy to all pupils; providing the right attitude towards work and the habits of conducive mind to the proper use of technology; to provide adequate technological orientations and preparation for advance professional education and training in technology; to equip school learners with skill to earn a living.

Ikenga et al (2009) also opined that the roles of TVT in national development as follows: TVT is an integral part of general education; it is a means of preparing the individual for occupational fields and effective participation in the world of work; it is an aspect of lifelong learning and preparation for responsible citizenship; it is an instrument for promoting environmentally sound and sustainable development; a method of alleviating

The National Policy on Education (2004) also anchored the vision of TVT towards national development as follows: it provides trained manpower in the applied sciences, technology and business; particularly crafts, advanced craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; give training and impart the necessary skills to individuals who shall be self-reliant economically.

To perform the above roles creditably, Prosser (1949) in Ekwe (2009) indicated that, IVT must possess the following principles: TVT should be fashioned in the same way, same operations using the same tools and machines as for the occupation being prepared; vocational educational trainees should be trained directly and specifically in the thinking and manipulative habits required in the desired occupation; the environment in which the trainee is prepared should resemble the environment he must get employment in; TVT should permit each individual to develop his interest, aptitude and intelligence to the highest level possible; technical and vocational education trainers should have the required experience in the application of such knowledge and skills they want their trainees to acquire; TVT should be designed for people who need it, want it and can benefit from it;

- TVT must meet the specific training needs of a group at a time it is needed and in such a way that it can maximally profit by instructions;
- TVT duration must be sufficient to enable trainees acquire all required skills and techniques needed for that trade;
- TVT must give consideration to the learner or the peculiarities of the group it is designed to serve.

Conclusively, it is sad to note that, the operation of our TVT in the present day Nigeria, currently does not follow the above principles; this is the more of the reasons why repositioning it is now pertinent if vision 2020 is to be achieved.

### **Statement of the problem**

The contributions of technical and vocational training to national development is not in doubt. Ukpore (2009) noted that between 1900-1960,

when the British government controlled the political system of Nigeria, technical vocational training were in existence. Since then, there were series of seminars, workshops, conferences and workshops, on technical and vocational training (TVT). New institutions offering TVT are springing up every day, from post primary school to the tertiary levels. These institutions are turning out graduates and other professionals in their numbers regularly yet in this 21<sup>st</sup> century, the issue of repositioning of TVT is still being discussed.

It is not news that the end products of TVT, will be to make the individual a successful entrepreneurs. When 95% of entrepreneurs in Nigeria do not live beyond their 10 years of existence, then something is wrong somewhere like lack of adequate counseling. The problem of the study is, how will counselling education be utilized in repositioning TVT for national development.

### **Purpose of the study**

The main purpose of this study was to determine how counselling education will be utilized in repositioning technical and vocational training for national development. Specifically, the study sought

1. To determine the extent to which counselling education promoted technical and vocational training.
2. To determine the extent to which technical and vocational training influences national development.
3. To determine the extent counselling education enhances a successful entrepreneurship.
4. To identify those factors militating against the effectiveness of counselling education and technical and vocational training in Nigerian tertiary institutions.

### **Research questions**

The following research questions were answered by the study:

1. To what extent does counselling education promote technical and vocational training?
2. To what extent can technical and vocational training influence national development?
3. To what extent does counselling education enhance successful entrepreneurship?
4. What are the factors militating against the effectiveness of counselling education and technical and vocational training in Nigerian tertiary institutions?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance.

- i. Ho: there is no significant relationship between technical and vocational training and national development.
- ii. Ho: there is no significant relationship between technical and vocational training and counselling education.

### **Methodology**

The questionnaire instrument was distributed to purposively selected 80 students and 20 lecturers (selected from vocational education and counselling departments) from two colleges of Education, (college of education technical Enugu and college of Edu, Ehamufu), a polytechnic (Institute of management and technology) and a university (Enugu state university of science and technology). The questionnaire was designed according to Rensis Likert ordinal scale and was analyzed according to the objectives formulated for the study using mean scores.

The questions asked were analyzed in line

with the objectives formulated for the study.

The respondents were asked to indicate the extent to which counselling education promotes technical and vocational training.

**TABLE 1: Respondents Opinions on the Extent to which counselling education promotes technical and vocational training.**

Responses	X <sub>1</sub>			X <sub>2</sub>	
	Weighing scales (x)	Frequencies (f)	fx	Frequencies (f)	Fx
Very High Extent	5	40	200	10	50
High Extent	4	20	80	5	20
Low Extent	3	10	30	3	9
Very low Extent	2	6	12	2	4
Indifference	1	4	0	0	0
		<b>80</b>	<b>326</b>	<b>20</b>	<b>83</b>

**Source: Research Data 2011.**

X<sub>1</sub> = students responses;

X<sub>2</sub> = Lecturer's responses

Expected mean = 3.00

Calculated mean X<sub>1</sub> = 4.08;

Calculated mean X<sub>2</sub> = 4.15;

Average mean score = 4.12

**Decision:** The computed average mean score (4.12) > the expected mean score.

This implies that counselling education promotes technical and vocational training.

Here the respondents were asked to indicate the extent to which TVT influences national development.

**TABLE 2: Respondents Opinions on the Extent to which TVT influences National Development**

Responses	X <sub>1</sub>			X <sub>2</sub>	
	Grades (x)	Frequencies (f)	fx	F	Fx
Very High Extent	5	35	175	12	60
High Extent	4	25	100	6	24
Low Extent	3	10	30	1	3
Very low Extent	2	5	10	0	0
Indifference	1	5	5	1	1
		<b>80</b>	<b>320</b>	<b>20</b>	<b>88</b>

**Source: Research Data 2011.**

Expected mean = 3.00

X<sub>1</sub> = 4.00

X<sub>2</sub> = 4.40:

Average mean score = 4.2

**Decision:** The computed average mean score (4.2) > the expected mean score (3.00). This implies that, TVT can influence national development.

The respondents were asked to indicate the extent counselling education enhances entrepreneurship as a product of TVT.

**TABLE 3: Respondents opinions on the extent to which counselling education enhances entrepreneurship as a product of TVT**

Responses	X <sub>1</sub>			X <sub>2</sub>	
	Weighing Scale (x)	Frequencies (f)	fx	Frequencies (f)	Fx
Very High Extent	5	33	165	13	65
High Extent	4	30	120	5	20
Low Extent	3	7	21	0	0
Very low Extent	2	6	12	1	2
indifference	1	4	4	1	1
		80	322	20	88

Source: Research Data 2011.

$X_1 = 4.03$        $X_2 = 4.4$  :

Average mean score = 4.22

Expected mean = 3.00

**Decision:** The computed average mean score (4.22) > the expected mean (3.00). This means that, counselling education enhances entrepreneurship.

Here the respondents were asked to identify those factors that militate against the effectiveness of counselling education and TVT in Nigerian tertiary institutions separately.

**TABLE 4(i) Factors Militating Against the Effectiveness of counselling Education in Nigerian Tertiary Institutions.**

s/n	Factors	Responses					Total	Mean (X)
		SA	A	D	SD	I		
1	Lack of current resource materials	30	20	10	35	5	100	3.35
2	Poor or insufficient facilities	50	15	5	20	10	100	3.75
3	Poor funding	55	25	6	14	0	100	4.21
4	Low quality of new intakes	65	10	15	6	4	100	4.32
5	Inadequacy of counselling lecturers	60	18	12	10	0	100	4.28
6	Incompatibility of counselling curriculum	58	22	11	5	4	100	3.81
7	Government lukewarm attitude to education	47	23	13	7	10	100	3.90
8	Lack of extensive research	42	28	16	2	2	100	4.26
	Gross mean score							31.88
	Average mean score (X)							3.99

**Source: Research Data 2011.**

Data description:

SA = Strongly Agree;

A = Agree; D = Disagree;

SD = Strongly disagree;

I = Indifference; Expected mean = 3.00

**Decision:** The computed average mean

score (3.99) > the expected mean (3.00).

This implies that, all the factors listed above militate against the effectiveness of counselling education in Nigerian tertiary institutions.

**Table 4 (ii) factors militating against the effectiveness of TVT in Nigerian Tertiary institutions**

s/n	Factors	Responses					Total	Mean ( $\bar{X}$ )
		SA	A	D	SD	I		
1	Poor curriculum development	50	20	10	10	10	100	3.90
2	Insufficient funding	55	25	15	3	2	100	4.28
3	Insufficient periods for practicals	45	15	20	15	5	100	3.80
4	Inadequate equipment and workshops	40	30	5	5	10	100	3.85
5	Insufficient indigenous text books	30	40	5	20	5	100	3.70
6	Paucity of qualified teachers	60	15	10	5	10	100	4.00
7	Issue of dichotomy	52	28	5	10	5	100	4.12
8	Limited opportunities for industrial experience	35	35	4	12	14	100	3.65
	<b>Gross mean score</b>							<b>31.30</b>
	<b>Average mean score (X)</b>							<b>3.91</b>

**Source: Research Data 2011.**

**Decision:** the computed average mean score (3.91) > the expected mean (3.00). This implies that, all the factors listed above militate against the effectiveness of TVT in Nigerian tertiary institutions.

#### **Test of Hypotheses**

The two hypotheses formulated for the study were tested using the Pearson product-moment correlation coefficient (r) and the Spearman Rank Order Correlation Coefficient (rho) respectively.

#### **Decisions Criteria**

The value of (r) or (rho) that is lower than 0.5 depicts no relationship.

The value of (r) or (rho) that equals 0.5 depicts weak relationship.

The value of (r) or (rho) that is greater than 0.5 depicts strong relationship.

#### **Hypotheses**

Ho:1 There is no significant relationship between technical and vocational training and national development.

Ho:2 There is significant relationship between technical and vocational training and national development.

Data from table two were used to test this hypothesis.

Let; N = number of grades; X = students responses; Y = lecturers responses

Grades	X	Y	Xy	X <sup>2</sup>	Y <sup>2</sup>
5	35	12	420	1225	144
4	25	6	150	625	36
3	10	1	10	100	1
2	5	0	0	25	0
1	5	1	5	25	1
N = 5	ΣX = 80	Σy = 20	Σxy = 585	Σx <sup>2</sup> = 2000	Σy <sup>2</sup> = 182

Source: Research Data 2011.

$$r = \frac{1325}{\sqrt{3600 \times 510}} = \frac{1325}{\sqrt{1,836,000}} = \frac{1325}{1,354.99} = 0.98$$

**Decision:** The value of r calculated above far exceeds 0.5. This means that, there is significant relationship between the variables under study. This implies rejecting the null hypothesis and accepting the alternative hypothesis.

#### Testing Hypothesis Two

Ho:1 There is no significant relationship between technical and vocational training and counselling education.

Ho:2 There is significant relationship between technical and vocational training and counselling education.

Data from table three were used to test this hypothesis.

Let; rho = correlation coefficient;

D = differences between ranks of scores.

N = The number of paired scores;

R<sub>x</sub> = Rank of students' responses;

R<sub>y</sub> = Rank of lecturers' responses;

D<sup>2</sup> = Square of differences.

X	Y	R <sub>x</sub>	R <sub>y</sub>	D	D <sup>2</sup>
33	13	1	1	0	0
30	5	2	2	0	0
7	0	3	4	-1	1
6	1	4	3	1	1
4	1	5	3	2	4
					ΣD <sup>2</sup> = 6



**Source: Research Data 2011**

$$\text{Rho} = 1 - \frac{5(6)}{5(5^2 - 1)} =$$

$$1 - \frac{30}{120} = 1 - 0.25 = 0.75$$

**Decision:** rho calculated shows a positive strong correlation of 0.75. This implies rejecting the null hypothesis. This means that there is significant relationship between the variables understudy.

### **Discussion of findings**

The result of the various analyses and tests carried out showed that, technical and vocational training can be repositioned using counselling education. This finding was in line with Agbiowgu (2010) when he noted that, TVT graduate needed not be a financial expert before making impact in business, but the knowledge of counselling skills will help him/her in the running of the business. Findings also indicated that TVT if well repositioned could positively influence national development. This finding also tallied with Amao et al (2000) in Ogudo and Nwachokor (2009) when he said that TVT was an instrument for promoting environmentally sound sustainable development.

The finding that counselling education enhanced entrepreneurship was in concordance with the work of Okoye and Yesufu (2010) when they reported that, competitive pressures in the U.S economy continued demanding that entrepreneurs must work together in a healthy and good interpersonal relationship between one another if their companies must grow and survive.

The study also revealed some factors militating against the effectiveness of both

counselling education and TVT in Nigerian tertiary institutions and they included:

- Low quality of new intakes
- Inadequate counselling lecturers
- Lack of extensive researches
- Poor funding
- Issue of dichotomy
- Poor curriculum development and
- Poor teaching methodology.

These factors were not different from those earlier identified by Okwoma (2009) and Ekwe (2009). The findings were further confirmed by the tested hypotheses which showed significant relationship between the entire variables understudy.

### **Conclusion**

In order for TVT to be more relevant for national development, and towards achieving vision 20:2020 and beyond, counselling education must be given its proper place. This is because; research finding disclosed that, TVT grandaunts and graduates need the counselling information/ education knowledge and skills such as people's skill, cost control, skill, sales skill, pricing skills, communication skills, taxation skills, among others. This will help them to make better decisions, choose strategies and determine how to implement these strategies for sustainable national development.

On top of this, there are certain factors that militate against the effectiveness of counselling education and TVT in achieving their intended goals. Based on the results of the findings, the following policy recommendations are hereby put forward;

### Recommendations

The following recommendations were Made:

1. TVET grandaunts should be encouraged to have a good knowledge of counselling education; at least the acquisition of the basic counselling skills. In this regard, counselling programmes should be well inculcated into TVT curriculum
2. Counselling related courses should be incorporated into our educational curriculum even at the elementary school level. This is to enable pupils get used to counselling principles, techniques and procedures early enough.
3. There should be proper funding of counselling education at all levels.
4. Qualified and experienced teachers/lecturers should be attracted, employed and retained by schools.
5. Government should encourage counselling education by providing conducive learning environment through massive infrastructural development.
6. There should be extensive opportunities for industrial experience and
7. The counselling curriculum should be redesigned to include extensive ICT and to ensure that the curriculum meet our present needs/challenges.

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