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**Perceived Impact of Technical Vocational Education and Training (TVET) on Job Security  
and National Development in Nigeria**

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**BY**

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**Abstract**

*Technical Vocational Education and Training (TVET) is critical to job security and national development because the economic competitiveness of any country depends largely on the skills of its workforce. The study sought to find out the perceived impacts of vocational education on job security and national development. Two research questions were formulated to guide the study. Descriptive survey research design was used for the study. The population for this study was made up of a total of 73 respondents comprising 12 lecturers of Vocational Education Department in University of Uyo and University of Calabar, and 61 students of technical education from these universities. A structured questionnaire tagged (PITVETUJSNDQ) was used for data collection, mean ( $\bar{x}$ ) was used for the research question. The finding of the study showed that students and lecturers accept the fact that Technical Vocational Education and Training is aimed at national development through provision of skilled workforce but do not agree with the state of TVET in Nigeria. Based on the findings, recommendations were made that Technical Vocational Education and Training in Nigeria must move beyond theories to the acquisition and development of skills needed for national development. The government must also continue to create functional links between the informal training sector and the formal sector.*

**Keywords: Perceived impact, TVET, Skills, Job Security, National Development**

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**Introduction**

The economic competitiveness of any country depends largely on the skills of its workforce and these skills are products of the quality of education and training in the country. African Union (AU) (2012) noted in her report that there is an urgent awareness among policy makers in many African countries and the international donor community of the critical role that Technical Vocational Education and Training (TVET) can play in national development. According to the report, the increasing importance that African governments now attach to TVET is reflected in the various national development strategies that governments have developed in collaboration with the World Bank. Okoro (1999) defined TVET as all formal and informal hand-on experiences/skills acquired by students/trainees while learning a trade, craft or other practical vocations in the school setting. FGN (2004) contextualized technical vocational education and training as education designed to prepare individuals to acquire practical skills, basic and scientific knowledge and attitude required.

The skills acquired by students are expected to be utilized after graduation for self-employment or enhance their performance while working in the industry. However, Winer

(2000) sees TVET as a formal learning experience that shapes the technical skills, human abilities, cognitive understanding, attitudes and work habits of learners in order to fit into workplaces and enhance steady progress in employment. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum is on the acquisition of employable skills. TVET is a specialized education designed to empower learners through the development of their technical skills, human abilities, cognitive understanding, attitudes and work habits in order to prepare learners adequately for the world of work or position it practically for self-employment after graduation (Winer, 2000; Oni, 2007).

Despite the continued efforts of government in investing on TVET, the pace of technological progress, employment and industrialization is still slow and unimpressive as evidenced by rising unemployment rate, job insecurity and level of poverty in the country (Ladipo, Akheumonkhan and Raimi, 2013). Bappah and Medugu (2013) noted that it is safe to conclude that Nigerians are not satisfied with the Technical and Vocational Education and Training (TVET) system. The present TVET programmes have not prepared sufficient skilled and semi-skilled workers to satisfy the needs of Nigeria's workforce. In terms of job security, Bappah and Medugu (2013) further noted that TVET graduates are not well prepared to enter the competitive workplace and do not possess technical skills in their areas of specialization. The poverty level in Nigeria despite TVET is 72%, while the unemployment rate is about 23.9% (National Bureau of Statistics, 2011). With the present economic melt-down the poverty rate and unemployment rate in the country is on tremendous increase. Similarly, the quest to attain technological progress and industrialization through TVET is far from being actualized as Nigeri is yet to have a place among technologically advanced nations. The nation still spends huge proportion of its budget on importation of tractors, lathe machines, drilling machines, cars, industrial equipment and ICT accessories (Uwaifo and Uddi, 2009). Worse still, the UNESCO rated Nigeria low in the 2012 education assessment report, stating that the country's TVET performance manifested some disturbing indicators compared with other countries across the globe. It has been said that wherever TVET is vigorously pursued and encouraged, it should improve skills of learners and enhance job security and national development (Okolocha, 2012).

Thus, the inability of Nigeria to develop technologically despite its adoption of TVET calls for objective policy retrospection and investigation. Nigeria in the early 1970s was rated as one among the fifty richest countries in the world because of its promising economic indices, but suddenly the nation's fortune declined to become one of the poverty-ridden countries (Ladipo, 2013). The decline is traceable to a number of reasons, but apathy towards TVET in preference for conventional education is a major factor (Ojimba, 2012). The National Policy on Education (FGN, 2013) prescribed TVET as a pragmatic education option for re-launching the nation towards sustainable economic development. Looking at the Nigerian industrial landscape as well as the rest of African, Dangote (2013) recommended TVET as a desirable paradigm for Nigeria's technological development. Apart from Nigeria, TVET has attracted global attention because it is an education intervention for inculcating in learners essential skills required to make the more productive and effective in diverse area of economic activity (Lauglo, 2006). One of the major setbacks to development in Nigeria is insecurity particularly job security. Youth restiveness is majorly because the young people are not productively engaged to contribute to the nation building. It is no surprise therefore that since 1999 when Nigeria returned to civil rule insecurity tends to have hampered national development.

The philosophy of TVET is laudable, it hinges centrally on the preparation of an individual for the world of work, and it is primarily geared towards national development. As

laudable as the philosophy of TVET is, it is misconstrued by different people in the society. The parents and wards view vocational education designed for drop-outs and those found to be less intelligent (European Training Foundation, 2005; Ladipo *et al*, 2013). TVET to some Nigerians is a low quality education suitable for the less privileged students or second class citizens (Okolocha, 2012). According to Amodu (2011), this issue of negative perception of TVET is not limited to parents and ordinary citizens as the policy makers are equally not immune from negative impression about vocational education. The implication of negative perception of TVET is threefold:

- a. Low societal estimation of TVET
- b. Gross gender imbalance in TVET implementation and financial resources for TVET institutions.

This paper therefore, seeks to find out the perception of students and lecturers of Vocational education in the Nigerian Universities on the impact of vocational education and training on job security and national development in Nigeria.

### **Purpose of the Study**

The purpose of this study was to appraise the perceived impact of Technical Vocational Education and Training (TVET) offered in the University on job security and national development in Nigeria. Specifically, the study sought to:

1. Find out the perception of vocational education students on the impact of TVET on job security and national development in Nigeria.
2. Find out the perception of lecturers of vocational education on the impact of TVET on job security and national development in Nigeria.

### **Research Questions**

1. What is the perception of the vocational education students on the impact of TVET on job security and national development in Nigeria?
2. What is the perception of lecturers of vocational education on the impact of TVET on job security and national development in Nigeria?

### **Methodology**

The descriptive survey research design was used for this study. This design was adopted for the study because it enables the researcher to elicit information from a sample of the entire population, gather information on the perception of students and lecturers on the impact of TVET on job security and national development. Nworgu 2017 defined descriptive survey as one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group, or by collecting and analyzing data from the entire people or items.

The study was carried out in Akwa Ibom and Cross River State using the two Federal Universities offering Vocational Education, University of Uyo, A and University of Calabar. The population of the study was 2 which consisted of 27 lecturers and 45 students of vocational education department of both universities. There was no sampling. The entire population was used in the study. This is because the population size of 73 was relatively small. A researcher structured questionnaire tagged PITVETUJSNDQ was used as instrument for data collection. The questionnaire has 10 items on a five point likert scale of strongly agree, agree, undecided, disagree, and strongly disagree. The instrument was designed to find out perception of the

respondents on the impact of TVET on job security and national development. The instrument was divided into two sections A and B in line with the research questions. Section A collected data on the students' perception on the impact of TVET on job security while section B collected data on the perception of the lecturers on the impact of TVET on job security.

In order to determine the reliability, the instrument was administered to five lecturers and 10 students of vocational education, Akwa Ibom State College of Education in Afaha Nsit, which is outside the study area. The copies of questionnaire administered were retrieved and analyzed. The Cronbach Alpha reliability method was adopted to determine the internal consistency of the instrument. A reliability coefficient of 0.89 was obtained. The data collected were computed based on the research questions. Mean ( $\bar{x}$ ) was used to answer the two research questions. In order to determine the acceptance and rejection of each of the item in the questionnaire, a decision rule based on the real limit of numbers was used. Acceptance level is when the mean calculated is 2, 50 and above, and rejected when the means calculated is below 2.50. This decision was based on the fact that the undecided (UD) option in the rating scale carried 0 point.

### **Results**

The results of the analysis are presented in the tables.

**Research Question 1:** What is the perception of vocational education students on the impact of TVET on job security and national development in Nigeria?

**Table 1: Students' perception on the impact of vocational education on job security**

S/N	Items	Mean ( $\bar{x}$ )	SD	Remarks
1.	The curriculum of vocational education is geared towards skills acquisition.	2.68	.48	Accept
2.	The training I am receiving in vocational education has provided me the requisite technical skills that outs me at advantage in the world of work.	2.09	.38	Reject
3.	The training I am receiving in vocational education has equipped me with the potential skills needed for creating jobs and economy.	2.14	.41	Reject
4.	The training I am receiving in vocational education has equipped me with the potential skills needed for creating jobs and becoming self-reliant.	1.32	.32	Reject
5.	Vocational education training as implemented in the University provides me the skills component required for job better than it is offered in informed apprenticeship.	2.15	.49	Reject

The result in table 1 shows that respondents accepted that the curriculum of vocational education is towards skills acquisition but rejected other items describing how vocational education as offered in the universities prepare individual for job placement and self-reliance.

**Research Question 2:**

What is the perception of lecturers of vocational education on the impact of TVET on job security and national development?

**Table 2: Lecturers’ perception on the impact of vocational education on job security.**

S/N	Items	Mean ( $\bar{x}$ )	SD	Remarks
1.	The curriculum of vocational education is geared towards skills acquisition.	2.68	.48	Accept
2.	Vocational educational training in the university is sufficient for equipping of graduates with the requisite technical skills for placement in the world of work.	2.69	.43	Accept
3.	Vocational education training in the university is sufficient for positioning graduates with a comparative advantage in participating in a technology (ICT) driven economy.	2.14	.41	Reject
4.	Vocational education training in the university is sufficient for equipping of graduates with the requisite technical skills for reliance.	1.32	.32	Reject
5.	Vocational education training as implemented in the University provides the skills component required for job, informed apprenticeship is not needful for job security.	1.18	.19	Reject

The result presented in table 2 shows that the mean range of lecturers and students in vocational education is between 1.18-2.69 while mean on item 8-10 were below the cut off points, while mean for items 6-7 range from 2.68-2.69. The standard deviation ranges from .19 to .48 which were not far away from the mean as the scores cluster around the grand mean of 2.00. This mean that the respondents disagreed that vocational education could not offer job security

**Discussion of Findings**

The findings of this study show that students and lecturers are of the opinion that TVET is designed to foster job security and national development in Nigeria. This findings agrees with the position of Bappah & Medugu (2013) who stated that it is safe to conclude that Nigerians are not satisfied with the Technical and Vocational Education and Training (TVET) system. The present TVET programmes have not prepared sufficient skilled and semi-skilled workers to satisfy the needs of Nigeria’s workforce. In terms of job security, Bappah and Medugu (2013) noted that TVET graduates are not well prepared to enter the competitive workplace and do not possess technical skills in their areas of specialization.

Ladipo, Akhemonkhan and Raimi (2013) were also of the view that despite the continued efforts of government in investing on TVET, the pace of technological progress, employment and industrialization is still slow and impressive as evidenced by rising unemployment rate, job insecurity and level of poverty in the country. The high poverty level unemployment reported by the National Bureau of Statistics (2011) and this calls for an intensify effort to declare an emergency intervention in technical and vocational education in Nigeria.

### **Conclusion**

The present study appraised the perceived impact of vocational education training offered in the Nigerian Universities on job security and national development. The study has revealed that students and lecturers of vocational education in the Nigerian University agree that TVET is strategic in job security and national development but the current state of this programme lacks the ingredients to impact the skills required for job security and national development. TVET in Nigeria must definitely take a new outlook in line with the global trend by moving beyond theories to building skills capacity for national development. The quest to attain technological progress and industrialization through TVET is far from being actualized as Nigeria is yet to have a place among technologically advanced nations.

### **Recommendations**

The findings of this study suggest that technical and vocational skills that could prepare the students to be relevant to the industries, become self-reliant and contribute meaningfully to national development are yet to be fully integrated and optimised in TVET programmes in the Nigeria Universities. Based on the finding of this study, the following recommendations are made:

1. Technical Vocational Education and Training in Nigerian Universities should move from being theoretical to the acquisition of relevant skills needed for national development.
2. The government must find a way of creating a functional link between the informal vocational training sector and formal training of vocational education in the Nigeria Universities.
3. Relevant resources such as introduction of virtual realities for training in vocational education should be provided in the Nigerian Universities.

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