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Has Technical Vocational Education and Training (TVET) impacted on Employability and National Development?

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Abstract

Technical vocational education and training (TVET) is an important skill-oriented education with prospect of stimulating employability and national development. It is against this backdrop that this study attempts to answer the question: Has TVET impacted on employability and national development in Nigeria? The outcomes of the investigation would serve as empirical evidence/end-users opinions on the impact of TVET in selected Nigerian institutions. The preferred method of inquiry is the qualitative research, with survey-based interview as a strategy for data collection. From the sample location in Lagos, a sample of 20 interviewees was selected and granted interview from Yaba College of Technology, Federal Science and Technical College and Federal College of Education (Technical) in Lagos using purposive sampling techniques. The interview responses were transcribed and analysed using content analysis and thematic analysis. The first finding indicates that TVET has very limited impact on employability and national development. The second finding reveals that TVET's effectiveness and potency on employability and national development has been hindered by a number of environmental factors such as funding, expertise, synergy with industry and public perception of TVET. Based on the findings, the study recommends that for TVET to stimulate employability and promote national development there is need for the policymakers to improve on the level of funding, perception, expertise, policy implementation and curriculum harmonisation.

Keywords: Nigeria, Technical Vocational Education and Training, Employability, National Development

1.0. Introduction

The importance of technical vocational education and training (TVET) as a change agent for social, economic, technological and national development has been a subject of discussion at summits, academic conferences and at policy circles in Nigeria and other developing nations (FME, 2005; King and Palmer, 2008; Uwaifo and Uddi, 2009; Ojimba, 2012; Ladipo et al., 2013). In all the discussions, there is a consensus among scholars and professionals that TVET is the secret behind the technological advancement and economic fortune of several developing nations across the globe (World Bank, 2008; Besmart-Digbori, 2011; Dangote, 2013). For Nigeria to meet up with industrialised nations, it must deploy adequate human and material

resources into TVET as a viable education orientation. At independence therefore, the Nigerian government adopted TVET with zeal and enthusiasm for the purpose of laying a solid foundation for the nation's technological progress, industrialisation and nation-building. This pragmatic approach paid off as the graduates from TVET institutions were employed as engineers, middle-level officers and technicians in a numbers of local manufacturing outlets and multinational corporations (MNCs) across Nigeria. In the early 1970s, Nigeria was rated as one of the 50 rich 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 in the early 2000s (Igbuzor, 2006). The decline is traceable to a number of reasons, but apathy towards TVET in preference for conventional education is a major factor (Ojimba, 2012). Official report also confirmed the shift towards conventional courses in the nation's tertiary institutions till date. From a growing population of Nigerian students, a total of 74.3% opted for the conventional courses in the universities, while 18.71% enrolled for vocational education in the polytechnics (FME, 2005). The preference for conventional courses and neglect of practical skills precipitated massive youth unemployment, growing poverty rate, hopelessness, youth restiveness and very slow national development in Nigeria because graduates with conventional institutions lacked the hands-on skills needed by the world of work. The poverty and unemployment rates in Nigeria at present stood at 72% and 23.9% respectively (National Bureau of Statistics, 2011, Central Bank of Nigeria, 2011).

In a bid to redress the challenges of poverty, unemployment, low technological progress and slow national development caused by apathy towards TVET, the policymakers pursued several socio-economic programmes, but their performances were woeful and catastrophic (Ahmad and Singh, 2003). Furthermore, poor mainstreaming of TVET within the development process extricates Nigeria from the path of steady technological advancement and true economic independence. Consequently, the country expends annually huge sums of money on importation of vital equipment and accessories that ordinarily should be locally manufactured like tractors, lathe, drilling machines, cars, trains and several other industrial equipments from America, India and Europe (Uwaifo and Uddi, 2009; Amuta, 2013). The policy statements of a former President Olusegun Obasanjo buttressed the argument advanced for policy failure. He noted that:

“We must not continue to stress the pursuit of a high growth rate in statistical terms and fail to reduce the social and economic deprivation of a substantial number and group of our people. We must not absolutely pursue wealth and growth at the expense of inner wellbeing, joy, satisfaction, fulfilment, and contentment of human being” (IMF, 2004:29).

To reposition the development process in Nigeria, the policymakers prescribed TVET as a pragmatic education option for re-launching the nation towards sustainable development, poverty alleviation, responsible citizenship, technological progress and economic development (NPE, 2004; FME, 2005). Looking at the Nigerian industrial landscape as well as the rest of Africa, Dangote (2013) recommended TVET as a desirable paradigm for Nigeria's technological development judging by the experiences of the Koreans and Asian Tigers that transformed their economies from backward states to frontline nations. Beyond policy statement, the policymakers have been proactive with regards to funding. The government policy document stated that ‘a greater proportion of education expenditure shall continue to be devoted to TVE [i.e. technical and vocational education] at the federal and state levels’ (FME, 2005:190). Apart from Nigeria, TVET has attracted global attention because it is an education interventions for inculcating in

learners essential skills required to make them more productive and effective diverse areas of economic activity (Lauglo, 2006).

Moreover, UNESCO-UNEVOC (2012) noted in its report on the contemporary role of TVET that this form of education has great prospect for tackling poverty, enhancing employability through skills acquisition and boosting sustainable development in different continents. In Africa, the report emphasised that TVET is imperative for boosting the skills of learners in secondary schools, polytechnics and TVET-oriented institutions to meet the expectations of the world of work (industry) and self-employment. For Asia especially Arab states, where youth restiveness has resulted in violent protests and endemic demonstrations styled Arab Spring, TVET has deep potential of redirecting the energy and zeal of the unemployed and unskilled youth to practical hands on skills for self-employment and self-reliance. In the Asia and Pacific region, TVET has become a tool for enhancing social protection for the excluded/disadvantaged members of the society as well as a catalyst for economic development. For the Latin America with massive number of youth violence, TVET has become a strategy for engagement of restive youth thereby keeping them away from the street and scenes of crime. Even in Europe and America perceived as highly industrialised, the report noted that TVET is vigorously being promoted to redress the lingering challenge of paucity of skilled personnel required to manage industries left comatose as a result of aging population in developed nations. TVET therefore finds relevance across the globe.

With specific reference to Nigeria, Besmart-Digbori, (2011) noted that the policymakers presently focused attention on the establishment of TVET institutions for the purpose of launching the country steadily on the path of technological progress and national development. Therefore, Nigeria's National Policy on Education (2004) is supportive of TVET, as the thrust of the policy emphasised the need to inculcate in learners practical and applied skills as well as basic scientific knowledge that would make them useful members of the society. In order to make the policy thrust real; the Federal Ministry of Education (FME) established the polytechnic system to promote TVET thereby serving as a platform for producing middle-level manpower for the growing industrial complexes and commercial establishments in the country. In the same vein, the Federal Ministry of Education has continued to provide financial and logistics support for TVET because of its potentials as strategies of poverty eradication, job creation, sustainable development and actualisation of the Economic Transformation Agenda (Oweh, 2013; Ladipo et al, 2013). Faced with scary unemployment figures in Nigeria despite the initiatives enunciated above, the National Board for Technical Education (NBTE) approved the establishment of ninety-nine (99) Vocational Enterprise Institutes (VEIs) and Innovation Enterprise Institutions (IEIs) to complement the ongoing efforts of conventional polytechnics in Nigeria. The Polytechnics, VEIs and IEIs in the country presently provide TVET training and award National Diploma, National Innovative Diploma (NID) and National Vocational Certificate (NVC) respectively to worthy graduates (NBTE, 2011; Ladipo et al., 2013).

From the overview, the objective of this empirical paper is two-fold. The first is to examine empirically if TVET in Nigeria has impacted on employability and national development. The second objective is to explore the factors affecting TVET in the quest to enhance employability and national development. The entire paper has a total of five (5) parts. Part I represents the introductory segment of the paper; it provides a panoramic background to the research problem. Part II explores previous scholarly works on TVET and its impact on employability and national

development. Part III provides a theoretical underpinning for the research relying on transformation learning theory (TLT). Part IV focuses on the research methodology and systematic approach followed in the investigation. Part V concludes with a summary of findings and recommendations.

2.0. Review of Literature

This section looks at different aspects of TVET ranging from its nature, meanings and perspectives. Also attention in this section was directed at environmental challenges facing TVET with specific reference to Nigeria.

2.1. Nature, Meanings and Perspectives of TVET

TVET unlike other specialised skilled-focused education has very clear meanings, different taxonomies and diverse applications. Okoro (1999) contextualized TVET as all formal and informal hands-on experiences/skills acquired by students/trainees while learning a trade, craft or other practical vocations in the school setting. The skills acquired by students are expected to be utilised 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. But, Oni (2007) perceives TVET as a learning process that inculcates in the learners essential skills and basic scientific knowledge. According to Badawi (2013) the adopted definition of TVET by UNESCO and International Labour Organization is:

“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” (p. 284).

The definitions above aligned with the view of Lauglo (2006) that TVET is a deliberate education intervention designed for inculcating in learners essential skills required to make them more productive and effective in diverse areas of economic activity. The common taxonomies of TVET as depicted in Figure 1 below include: Technical Education (TE), Vocational Training (VT), Vocational Education and Training (VTE), Occupational Education (OE), Apprenticeship Training (AT) and Career and Technical Education (CTE) in education research literature (Wahba, 2010, Ladipo et al., 2013).



The conclusion from the various definitions above is that TVET is closely linked with employability and national development. Maclean (2011) lent credence to this fact that TVET has the potential to improve skills of learners thereby putting them at vantage position for employment. Furthermore, Lauglo, 2006 (TVET) remarked that TVET enhances employability for three categories of learners in the society. The first category are learners undergoing training in schools without skills needed by world of work; the second are those who currently work but required on-the-job-training to fortify their skills; and the third category of learners are the unemployed who need to acquire skills for self-employment.

Apart from poverty reduction potential of TVET, its implementation could also serves as instrument for curbing social exclusion, where cost of higher education is out of the reach of the majority and could as well serves as antidote for youth unemployment, where the labour market is saturated (ETF, 2005). Furthermore, Maclean (2011) asserts that TVET if well positioned could play multidimensional roles of stimulating economic growth, social development, improving conventional education, empowerment, wealth creation, poverty reduction and skills enhancement. In a nation with recurring incidences of youth restiveness, TVET is well suited to help youths and adults become self-dependent and self-reliant, while for those working in the industry, TVET is helpful in the areas of skills enhancement, mitigation of high ‘job turnover and risks of obsolescence (Okolocha, 2012).

The importance of TVET is not in doubt in industrialised nations, but in the developing nation like Nigeria, it is still being viewed with negative perception and disgust by parents and other groups (Amodu (2011). Even beyond Nigeria, TVET is viewed as an inferior education option suitable for the drop-outs and less intelligent learners (ETF, 2005; Ladipo et al, 2013). Other people see TVET as a low quality education created for second class citizens (Okolocha, 2012). Negative stereotyping of TVET created three social implications: (a) emergence of low societal estimation of TVET in the society (b) creation of gross gender imbalance in TVET implementation, and (c) deployment of inadequate human, material and financial resources for TVET institutions (Akhuemonkhan and Raimi, 2013). The submission from the above extensive discourse is that TVET is an important education option that cannot be taken for granted both in

the developed and developing nations because of its socio-economic potentials. Next is an exploration of the environmental factors affecting TVET in Nigeria.

2.2.Environmental Challenges affecting TVET in Nigeria

There is no doubt that TVET is a potent mechanism for technological advancement in developing nation like Nigeria, but the process of embedding TVET as a sustainable education option is faced with serious environmental challenges. From previous studies and available policy documents, the following are cogent factors identified:

First and foremost, TVET suffers stereotyping from parents, students and other stakeholders in Nigeria. TVET is perceived and treated as an education option for drop-outs and learners with less than average intelligence (Amodu, 2011). This negative stereotyping could be attributed to low awareness about the role and benefits of TVET (Eze and Okorafor, 2012). In a recent empirical survey by Akhuemonkhan and Raimi (2013), a total of 53.4% respondents described TVET as an education option designed for students who cannot cope with the rigour of conventional education system, 43.4% noted that brilliant students should not take-up TVET programmes and 40.6% perceived TVET as an inferior education designed for students from poor families. This finding aligned with Okolocha's (2012) remark that Nigerians had low esteem for TVET and learners on vocational programmes are looked upon as less privileged or second class citizens.

Secondly, institutional implementation of TVET has been very low far from the set objectives of TVET as provided for in the National Policy on Education. Oweh (2013) noted that the UNESCO rated Nigeria low in its 2012 report. Economic indices of high wave of insecurity, haplessness, joblessness and endemic poverty justified the fact above. Ladipo et al., (2013:60) had argued that "the effectiveness of an education policy is adjudged by its impact on macro-economic data. In the case of TVET, its impacts are not felt, because social indicators on poverty and unemployment rates have node-dived ...The industrial growth rate is inconsistent, rising and falling at different times. A nation with effective TVET would experience consistent improvement in its industrial growth rate and industrial capacity."

Thirdly, the deliverables of TVET (employability, poverty reduction and industrial growth) have been compromised in Nigeria because of poor funding of TVET institutions (Ladipo et al., 2013; Akhuemonkhan and Raimi, 2013). In Pakistan the same trend was observed (Reliance Services, 2012). The challenge of poor funding is critical because it hinders institutional capacity and capability to meet their instructional and infrastructural needs contrary to the objectives of TVET (Oladipupo et al., 2007; Onyesom and Ashibogwu, 2013).

Another threat to TVET is poor curriculum implementation at institutional and policy levels. Inability of schools to translate curriculum to practical realities is a common challenge across the three levels of education in Nigeria (Okebukola, 2004; Okolocha, 2012). The implication of ineffective curriculum implementation is low ranking of the nation on human development index (HDI) by the United Nations Development Programme as well as turning of TVET into theoretical learning experience instead of hands-on experience (Ladipo et al., 2013).

Finally but inexhaustive, the issue of policy reversal and inconsistency education policies affect institutional implementation of TVET programmes. Amodu (2011) recounted that at a time, the policymakers gave technology education (TE) its autonomy separated from science education

(SE). However, new education policy merged technical education (TE) with Science Education (SE) to form Science and Technology Education (STE). The inconsistent policy aggravated the performance of TVET.

3.0. Theoretical Framework and Empirical Issues

Prevalent theories which provide theoretical grounding for TVET research are Human Capital Theory (see Becker, 1964; Schultz, 1975; Robert, 1991; Ladipo et al., 2013; Akhuemonkhan et al., 2013). Other studies adopted the Critical Conflict Theory (Akhuemonkhan et al., 2013). Several decades ago, Broudy (1981) remarked that there is no specific theory of TVET, however sound theory-building for this education option should take cognisance of critical ingredients such as a set of reasoned beliefs, goals, policies, organization, curriculum, methods of teaching/learning and a consistent set of guiding principles and policy framework. Guided by Broudy's caveat, the preferred theory for the present study is Transformation Learning Theory (TLT).

Transformation learning theory (TLT) has been described as a complex but vital theory of learning articulated by several proponents like Freire (1970), Habermas (1981), Collins (1991), but the work of Mezirow (1991) is well known as a well articulated TLT. To Paulo (1970), transformation learning connotes 'conscientisation' or the process of raising the consciousness of adult learners; this is a perspective which triggered the development of critical perspective in adult education and other fields of knowledge (Dirkx, 1998). Whereas, Collins (1991) described transformation learning as a critical consciousness that learners must acquire in the learning process.

More importantly, TLT presupposes that adult learning or knowledge experience generally must be problem-solving rather than confined to experience sharing alone (Habermas, 1981). In other words, learning in the contemporary times with daunting environmental challenges should imbibe in the learners the proficiencies to make personal interpretations of knowledge acquired rather than limit learning to common experiences to what was conveyed in the learning environment or experiences acquired from others. Mezirow (1997) asserts:

“Transformative learning ...is the process of effecting change in a frame of reference. Adults have acquired a coherent body of experience—associations, concepts, values, feelings, conditioned responses—frames of reference that define their life world. Frames of reference are the structures of assumptions through which we understand our experiences. They selectively shape and delimit expectations, perceptions, cognition, and feelings. They set our “line of action.” Once set, we automatically move from one specific activity (mental or behavioral) to another. We have a strong tendency to reject ideas that fail to fit our preconceptions, labeling those ideas as unworthy of consideration—aberrations, nonsense, irrelevant, weird, or mistaken. When circumstances permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience.” (p.5)

Put differently, the import of TLT is the need for autonomy, critical thinking, creativity and innovations moving beyond the basic knowledge provided to learners in learning process. It could also be described as a learning process that emphasises teaching basic academic contents with “different ends” and with “new instructional strategies” (Dirkx, 1998:2). Transformation learning (mindsets) when developed is believed thrive on four fundamentals, namely: it is a

learning experience that is instrumental, impressionistic, normative and communicative (Mezirow, 1997). Learning becomes instrumental in the education setting (formal or informal), when learners are able to manipulate, control and improve the socio-cultural and political environment, influence the people around them and improve the use of material resources for the better performance. Learning becomes impressionistic, when learners are able and capable of influencing others positively leaving lasting impressions on the minds of others with whom that has social interaction. Whereas, learning becomes normative, when the learning experiences leave certain indelible traits, behaviours and values in the learners; and learning is communicative if the learners clearly understood the meaning and are able to adapt in other contexts what had been communicated (Habermas, 1981; Mezirow, 1997).

From the argument so far elucidated, TVET learning experience could be made transformative in line with TLT through four processes identified by Mezirow (1997). The first is for learners to “elaborate an existing point of view”; the second is “to establish new points of view”; the third is “to transform [previously held] point of view”; and lastly is to “transform [personal] ethnocentric habit of mind” (p.7). Furthermore, TVET would be impactful and enhance employability and stimulate national development if it has instrumental, impressionistic, normative and communicative imperatives as depicted by Figure 2 below.

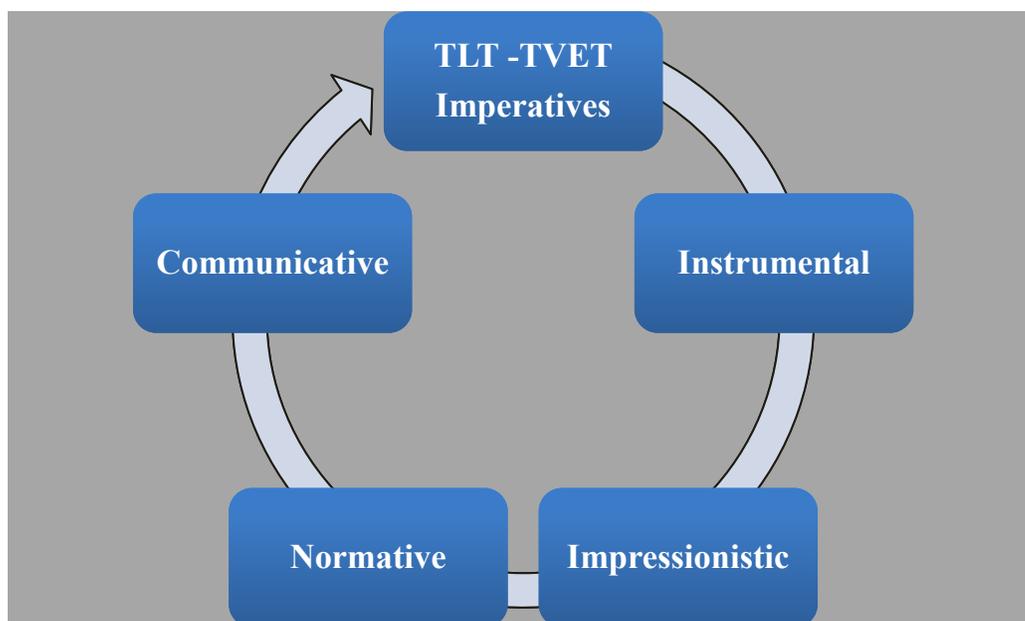


Figure 2: TLT-TVET imperatives by Authors (2013)

From the theoretical framework above, TVET is a problem-solving learning experience different from the conventional education system which focuses on theory dissemination or provision of basic knowledge. TVET when effectively taught is expected to stimulate employability, technical competence, innovation and self-reliance. Several empirical studies provide justification for TVET as antidotes to unemployment, skills enhancement and underdevelopment.

In a survey carried out in Nigeria, the findings from 143 respondents revealed that although TVET has the potential of enhancing skills acquisition; promote self-employment, technological progress as well as preparing students for the industry. However, the impact of TVET in Nigeria on technological progress, employability, need of the industry and national development has not

been impressive because of ineffective QA at all levels. Specifically, there is no significant relationship between Technical Vocational Education and Training (TVET), skills acquisition for self-employment and preparation of students for the world of work. The practical implication of the paper is that for TVET to be impactful on technical progress, employability and national development there is need for the policymakers to focus on critical areas such as finance, access/participation, quality assurance and relevance of the programme to the needs of the country (Akhuemonkhan and Raimi, 2013).

Another empirical survey in Philippines, among 216,940 TVET graduates, indicated that 58.4% of the respondents noted that their vocational skills are instrumental to their employment placement. The impact of TVET on gender status was also positive; the study revealed that male and female TVET graduates experienced positive growth rate in employment rate of 49.5% and 39.6% respectively (TESDA, 2010). As laudable as the theoretical and empirical cases in favour of TVET are, there are several environmental factors militating against TVET impacting on employability and national development.

4.0 Materials and Methods

This study adopts the qualitative research method, while relying on the survey as the preferred strategy for sourcing the needed primary data from the three selected TVET institutions in Lagos State. The structured interview schedule with eight (8) questions was found most appropriate as instrument for data collection. Cognisance of the exploratory nature of this study, a modest sample of 20 interviewees (lecturers and students) was granted interview from Yaba College of Technology, Federal Science and Technical College and Federal College of Education (Technical) using purposive sampling techniques. The interview responses were transcribed and systematically analysed using content analysis and thematic analysis. This approach aligns with known qualitative research methodology (Cooper and Schindler, 2003; Bubou and Okrigwe, 2011; Saunders, Lewis and Thornhill, 2012).

4.1. Data Analysis/Discussion

The analysis below were the findings arising from interviews conducted for 20 cross-section of lecturers, students and other stakeholders in selected TVE institutions.

Table 1: Personal Data of respondents

Variable		Frequency	Percentage (%)
Q1: Sex			
	Male	13	65%
	Female	7	35%
	Total	20	100%
Q2: Which of the TVET institutions are you affiliated?			
	Yaba College of Technology	09	45%
	Federal Science & Technical College	05	25%
	Federal College of Technology (Technical)	06	30%
	Total	20	100%
Q3: Status of respondent in TVET Institution			
	Staff	09	45%
	Student	11	55%
	Total	20	100.0%

Source: Field Interview (2013)

Interview Q4. What is your view on TVET as a student or lecturer of TVET?

Findings on Q4 indicates that a total of 17 interviewees (85%) have positive impression about TVET in their institutions. They noted that the essence of TVET as contained in the national policy on education is to enhance skills acquisition, promote self-employment and launch the nation steadily on the path of national and technological development. The remaining 3 interviewees (15%) have negative impression about TVET; they perceived as an inferior education designed for students from poor families based on treatments and infrastructural deficiencies. Thematic representation of the opinions of the interviewees is as shown in Table 1 below.

Table 2: Impression on TVET	Frequency	Percentage %
Positive Impression on TVET	17	85%
Negative Impression on TVET	3	15%
Total	20	100%

Source: Field Interview, 2013

Some of the salient views expressed by selected interviewees are given below:

“The students are not properly groomed to acquire the much needed skills that will make them fit into the community as employees of others or as self-employed graduates” (Lecturer No.1, 2013).

“TVET is a good programme that should be given more recognition in developing countries. It represent a very good tool for human and national development, hence more efforts and resources need to be invested into TVET” (Student No. 3, 2013).

Interview Q5. Are graduates of TVET getting employment placement than their counterparts enrolled under conventional education and why?

Findings on Q5 reveal that 10 interviewees (50%) are of the opinion that all graduates irrespective of education options (TVET and non-TVET) contend with the pang of

unemployment, while the remaining 10 interviewees (50%) responded TVET graduates are better placed. Employment placement they argued in the contemporary Nigeria is a function of connection and who you know not merit. Table 3 below represents the thematic analysis of the views of interviewees.

Table 3: Employment Placement	Frequency	Percentage %
TVET are not better placed than those on conventional courses	10	50%
TVET graduates are better placed than those on conventional courses	10	50%
Total	20	100%

Source: Field Interview, 2013

Some of the views expressed by selected interviewees during the survey are given below:

“TVET graduates access employment faster than their counterpart because of the relevance of their skills and knowledge to the need of the industry, unlike conventional education that is rooted in theory” (Lecturer No. 6, 2013).

“The employment placement for TVET graduates is low like their counterparts taking conventional courses; TVET students are even seen as learners with inferior education and certification” (Student No.7, 2013).

“In the contemporary Nigeria, employment placement is a function of who you know and effectiveness of your connection with employers of labour, not your education orientations – TVET or conventional courses” (Lecturer No.9, 2013).

“Our TVET colleagues are offered employment placement in low rated organisations and small businesses, which cannot employ university graduates seen to be too expensive to maintain” (Students No.11, 2013).

Q6. Has TVET really contributed to National Development in terms of production of goods, tax revenue, self-employment and technological progress?

The finding arising from Q6 is that TVET has not contributed to national development nor has there been noticeable positive impact on production, tax revenue base, self-employment and technological development. A total of 14 interviewees remarked that there is no impact on national development, while 6 others hold diverse views on the degree of little impact that TVET has on national development. The thematic representation of the viewpoints of interviewees is shown in Table 4 below.

Table 4: TVET and National Development	Frequency	Percentage %
No impact on National Development	14	70%
There is some degree of impact	06	30%
Total	20	100

Source: Field Interview, 2013

“TVET has the potential to contribute to National Development in terms of production of goods, tax revenue, self-employment and technological progress, but the realities of bad governance and policy inconsistency in Nigeria has made the potential a tall dream” (Lecturer No. 5, 2013).

“No, TVET has not contributed to National Development in all the forms itemised looking at the low technological development, unemployment, heavy dependence on imports, low export of manufactured goods and poverty level in the country” (Student No. 3, 2013).

“I strongly uphold the view that TVET has not been able to impact on National Development because of corruption, insincerity and lack of political will. All the steel rolling mills of Nigeria are not working; we import all our spare-parts for household and industrial uses and the TVET workshops lack relevant equipment and basic machines for learning” (Student No. 3, 2013).

Interview Q7. What are the challenges militating against effective implementation of TVET in Nigerian institutions?

With regards to Q6, the 20 interviewees (corresponding to 100%) were unanimous in their views that the challenges of TVET revolve around infrastructural, instructional and policy issues. They identified challenges of effective TVET implementation as poor funding, exposure to international best practices, inadequate quality control mechanism, infrastructural deficiencies in schools, lack of exchange programmes with the industry, curriculum inadequacy, paucity of TVET instructors/experts, negative perception about TVET, stereotyping of TVET graduates, bias in the placement of TVET graduates et cetera.

Interview Q8. How can the government and institutions enhance the impact of TVET on employability and national development.

For Q8, the 20 interviewees proffered the following suggestions as ways of enhancing the impact of TVET on employability and national development.

Table 5: Ways of enhancing the impact of TVET in Nigeria	
1.	Improved instructional and infrastructural resources in TVET institutions.
2.	More attention to conditions of service and regular motivation for instructors and teachers.
3.	Regular capacity-building and training for those handling TVET programmes
4.	Recruitment of experts and well trained TVET instructors.
5.	Increased funding for TVET at all levels.
6.	Better synergy between TVET institutions and Industry through exchange programme
7.	Genuine political will by government and education policymakers.
8.	Need for sensitisation to improve public perception of TVET as desirable education option, not an inferior option.

Source: Field Interview, 2013

The above findings with regards to eight (8) ways of enhancing the impact of TVET on employability and national development find support from the statement of Awopegba, (2001) that to hasten development process in Nigeria, the policy-makers must give serious attention to human capital development “regular interaction of planners, employers and builders of human capital to facilitate the process of meaningful national development” (p.157).

5.0. Conclusion/Recommendations

This paper investigates the impact of TVET on employability and national development in Nigeria. Based on this intent, relevant literature was explored for deeper insight on the potentials of TVET and associated challenges. For data collection, a total of 20 students and lecturers were interviewed. The respondents were selected from three TVET institutions using purposive sampling technique. The general finding from the interviewees indicate that TVET has very limited impact on employability and national development in Nigeria because of a number of environmental factors such as funding, expertise, synergy with industry and public perception of TVET. Based on the findings, the study recommends that for TVET to stimulate employability and promote national development there is need for the policymakers to improve on the level of funding, access, and monitoring and curriculum implementation.

For TVET to be more impactful on employability and national development, the under-listed recommendations are proposed for implementation by the policymakers and stakeholders.

- a) The Federal Ministry of Education should organise a broad-based sensitisation campaigns for the general public on the essence of TVET as a learning option. This pragmatic measure when properly carried out at all levels would fast-track attitudinal change and elicit positive commitment from parents, student, wards and all other stakeholders in the country. This measure is expected to correct the negative stereotyping of students on different TVET programmes in Nigeria.
- b) With regards to funding for TVET, the Federal and State Governments and other stakeholders are advised to appropriate adequate funding for TVET in their annual budgets in order to enhance the capacity of technical education programmes to meeting individual, group and national aspirations. Additional boost could come from the Tertiary Education Trust Fund (TETFUND) as intervention support in critical areas.

- c) In the area of quality assurance, it is suggested that special attention should be paid to the development of manpower, instructional resources and infrastructural facilities available in the existing TVET Institutions in Nigeria for optimal performance.
- d) For the private sector organisations (PSOs) two interventions are required. The first is for increased exchange programme through internship, industrial attachment and other schemes designed to enrich the practical skills of lecturers and students to meet the needs of industry and society. The exchange arrangements are also expected to bridge the gaps between theory as disseminated in the schools and practice as exemplified in the industry. The second intervention from the PSOs is to deploy their corporate social responsibility (CSR) as support for TVET institutions in the areas of infrastructural development.
- e) In the light of the findings of this paper, it is also recommended that TVET institutions in Nigeria need to invest massively on capacity-building programmes for their tutors and lecturers for the purpose of keeping them abreast of new development in technical education methodologies.
- f) With growth in the number of formal and informal TVET institutions in Nigeria, there is an urgent need for curriculum harmonisation and standardisation. The supervisory agency should also ensure all TVET institutions implement uniform standards, training, evaluation and certification at federal, state and local government area.
- g) There is need for standardization and regular monitoring of TVET in Nigerian institutions. This would be possible if regulatory authorities mentioned above could develop a strong institutional supervision mechanism to regularly supervise the teaching and learning of vocational education in Nigeria.

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