

PROSPECTS AND PROBLEMS OF VOCATIONAL AND TECHNICAL EDUCATION IN DEVELOPING NATIONS.

Salihu, Umar Olaitan

Department of Fine/Applied Arts, School of Vocational and Technical Education. Kwara State College of Education, Ilorin. umarsalihuolaitan1964@gmail.com. 08061233354/ 08024491169

Abstact

Vocational and Technical Education is having a revolutionary impact on educational methodology globally. Vocational Technical Education has become key tools and had a revolutionary impact on education and other sectors of our economy. The goal here is to address Vocational and Technical Education in Nigeria school, prospect, problems and solutions. The paper examines the concept of education, importance of Vocational and Technical Education, the prospect of Vocational and Technical Education, problems of Vocational and Technical Education and possible solutions proffer are that: provision of equipment and tools is necessary to attain the full potential of Vocational and Technical Education, National Policy on Vocational and Technical Education should be fully implemented and that knowledge on vocational and technical education should be made compulsory right from primary school to University level.

Keywords: Vocational and Technical Education, Developing Nation.

Introduction

Education according to Samuel (2020) is a concept that is very difficult to define. However, Omotayo, Uthman and Sulyman (2019) defined education as process of total or all round development of an individual, a process whereby an individual is trained or nurtured to acquire necessary knowledge, values, attitudes, skills and abilities needed to be responsible and to be able to contributes meaningfully to the growth and development of the society which he or she lives or belongs to.

From the above definition, education can be said to a key to modernization and civilization all over the world, hence the need to promote the current technological revolution in the area of Vocational and Technical Education in our school for education to play its strategic roles in the social, technological and economic development of our country

Today the whole world is faced with Vocational and Technical Education revolution and automation is gradually taking over every sector of the economy: hence the need to promote Vocational and Technical Education at every level of our education for our graduates at various level to be able to complete favourably with their counterpart across the globe (Olaniyan, 2021)

In recent years, the Vocational and Technical Education revolution has been both dynamic and extensive with the application of modern technology it has been dynamic, limitless and extensive in use and application. In actual sense, we see demonstration of new ways in which vocational and technical skills can be used to meet some new challenges and solve complex problems daily. Vocational and technical skill is one of the greatest inventions of the 20th

century that has contributed tremendously to the service of humanity through its capacity to automate the highly needed repetitive calculation which in other inventions have necessitated.

Vocational skills can therefore be defined as an electronic machine that can perform basic input, processing and output operation within seconds and provide useful information with a minimum of human intervention. For example, if correct instruction is giving to Vocational skills, it can perform in seconds what would ordinarily take a human being hours or days to perform. It is a tool operated by taking raw data, process it and convert it into useful information: though there are other processing tools like the adding machine, the slide rules, etc. but the main distinguishing features of a vocational skills from other information processing tools are speed, memory capacity and versatility. Vocational skill is able to achieve such feats because it is able to carry out a few extremely simple and complex operations accurately and very quickly.

According to Ubandawaki (2019), apart from the general objective of education in Nigeria, there are specific objective of Vocational and Technical Education. The objectives of vocational and technical education in Nigeria are designed to address specific needs and goals related to skill development, employment, economic growth, and national development. These objectives encompass a range of purposes and aims for the education sector. These are some of the key objective of vocational and technical education in Nigeria FGN, (2018)

Economic Diversification: One of the broader objective of vocational and technical education in Nigeria is to support the country's efforts to diversify its economy. By training individuals in various sectors beyond oil and gas, the education system aims to contribute to the growth of industries like Agriculture, Manufacturing, Construction, Technology and many more.

Employment and Employability: Vocational and technical education is intended to enhance the employment of graduates by providing them with skills that are in demand in the labour market. By focusing on specific industries and occupations, it aims to reduce unemployment rate and address skill shortages in the country.

Entrepreneurship Promotion: Vocational and technical education seek to foster an entrepreneurial spirit among students, By providing them with the skills and knowledge to start and manage their business, it aims to create a culture of entrepreneurship and self-employment in the country

Industry Collaboration: Another objective is to establish strong ties between vocational and technical education institution and industries. Collaboration with employers help ensure that the curriculum remain relevant to the need of the job market and that students are well-prepared for real world work scenarios.

Lifelong Learning: Vocational and technical education recognizes the importance of continuous learning throughout one's career. The sector aims to instill a culture of lifelong learning among individuals, encouraging them to update their skills and knowledge regularly.

Skill Development: The primary objectives of vocational technical education are to equip students with practical skills and knowledge that are directly relevant to the world of work, It aims to provides them with hands-on training in specific trade or professions, preparing them to be skilled and competent workers.

Social Development: Vocational and technical education also to social development by empowering individuals with skills that improve their quality of life and enable them to contribute positively to their communities.

By aligning with these objective, vocational and technical education in Nigeria strives to create a competent and skilled workforce, stimulate economic growth, and foster sustainable development in the country.

Sustainable Development: Vocational and technical education may incorporate sustainable practices and environmentally friendly approaches into various industries. By training individuals with sustainability in mind, the education sector aims to contribute to the country's sustainable development goals

Technology Advancement: The education sector aims to contribute to technological advancement in Nigeria by providing education and training in technical field. This supports the country's efforts to adopt modern technologies and stay competitive in the global economy.

Literature Reviewed

The National Policy on Education (FRN, 2018), defined Vocational Technical Education (VTE) as that aspect of education which leads to the acquisition of practical and applied skills and basic scientific knowledge, It is a group of learning experiences which are meant to be systematically impacted to an individual in order to get him adequately equipped with skills for a gainful employment in a recognized occupation.

According to Yahaya (2019), Vocational and Technical Education (VTE) is that aspect of the education process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic life. This shows that Vocational and Technical Education is all-embracing and touches every aspect of human development and activity. It involves the integration of skill training with academic education and individual character development. It is an on-going process which when acquired, remains with the beneficiary for life. It can be interrupted for varying periods of life and it can be continued throughout individual life span: so it does not fade. It is a special type of education which is skill-oriented, relevant and functional hence: acting as shock absorber to unemployment stress among recipients in the already saturated markets.

Historically, a number of policies have been formulated to encourage the development of Vocational Technical Education (VTE) in Nigeria. For example, the Phelps-Stokes report of 1979 called for industrial and technical school where training would be giving in industrial activities that would lead to improvement in human services (Lanlege, 1999 in Paul, Nwachukwu and Okoro) in 1964, the government embarked on a 10 years Technical Education Development plan (TED) under the Colonial Development and Welfare Act of 1940. During the first National Development Plan (1962-1968): Technical and Trade school were established. A National Technical Teacher Training College was established and facilities for teaching the subject was provided. In the second national development plan (1970-74), efforts were made to improve VTE by the expansion of the existing Technical and Trade school and establishment of new ones. The third plan (1975-1980) was a follow-up to the second national development plan (1981) dealt with implementing the provisions of the National Policy on Education.

UNESCO (2019) defined Technical and Vocational Education (TVE) as all forms and levels of education process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding

relating to occupations in the various sectors of economic and social life. The National Policy on Education (Federal Republic of Nigeria, 2018) listed the following amongst others as the goals of Vocational Technical Education.

Prospect of Vocational and Technical Education:

According to Mohammed, (2019). Vocational and Technical Education has a lot of prospect in the development countries like Nigeria, the objectives of Vocational and Technical Education as following:

Here are some of the basic key prospects for Vocational and Technical Education in Nigeria:

Collaboration with Industries: Vocational and technical education programs are increasingly being designed in collaboration with industries and employers. This ensures that the curriculum is up-to-date, relevant to the job market, and aligns with the needs of employers.

Diversification of the Economy: Nigeria's economy has been heavily dependent on oil, but there's a growing recognition of the need to diversify. vocational and technical education can play a vital role in developing skills and knowledge needed in other sectors like agriculture, manufacturing, construction, and technology.

Entrepreneurship Promotion: Vocational and technical education can foster a spirit of entrepreneurship among students. By providing them with practical skills, it enables them to start their business and create employment opportunities for themselves and others.

Government Support: The Nigeria government has recognized the importance of vocational and technical education in national development. Various initiatives and policies have been implemented to promote and improve the quality of technical education in the country.

International Partnership: Nigeria has been seeking international collaboration to enhance its vocational and technical education sector. These partnerships can bring in expertise, funding, and opportunities for students and educators.

Skills Development and Employability: Vocational and technical education aims to equip students with practical skills that are directly relevant to the job market. With a growing economy and a need for a skilled workforce, there is an increasing demand for technically competent individualism various industries.

Youth Empowerment: Nigeria has a large youth population, and providing quality vocational and technical education can be an effective means of empowering the youth to become self-reliant and contribution to the economic growth of the nation.

Problems of Vocational and Technical Education

The prospect of Vocational and Technical Education in Nigeria are laudable: However, according to Bello and Yusuff (2018), it is worth nothing that challenges exist, and they could impact the realization of these prospect. Some challenges includes:

Funding: Adequate funding is necessary to support Vocational and technical education initiatives effectively. Without sufficient financial support, the sector's growth and development may be hindered.

Overall, while there are prospects for vocational and technical educational in Nigeria addressing the challenges will be crucial to fully realise the potential benefits and impact on the nation's development.

Infrastructure: many vocational and technical institution in Nigeria still face infrastructural challenges, including inadequate facilities and outdated equipment

Perception and Societal Attitudes: There might be a prevailing societal bias towards formal university education, which can lead to under-prioritization of vocational and technical education

Quality of Education: Ensuring consistent and high-quality education across all vocational and technical institutions remains a challenge that requires continuous efforts and monitoring

.Methodology

The methodology adopted is historical and it is intertwined with the content of education systems politics and economy.

Method of data collection

The quest for reinvention of VTE was profound in the activities of NCCE. In 2010, the National Vocational Qualification framework was used to organise a curriculum to decentralized and privatize training platforms for TVE, some colleges of Education in north centre were selected, among the institution were College of Education in Kwara state with the number of students enrol for vocational studies within the year 2020-2023. The table below shown the breakdown;

Student enrolment 2020- 2023 and percentages

Institution	2020	2021	2022	2023
Kwara state college of education, Ilorin	651 (45.1%)	750 (51.6%)	1,050 (60.5%)	1,750 (71.9%)
Kwara state college of education, Oro	410 (49.1%)	502 (52.5%)	861 (60.2%)	911 (72.8%)
sKwara state college of education (Technical) Lafiagi	301 (50.1%)	391 (61.7%)	416 (70.1%)	518 (76.8%)

Source field work 2024

Finding

The above table indicate that there is more improvement and enrolment in student in vocational tanning in those institutions. Therefore the level of education development for technical applications was verily feasible in that context of our higher learning in our nation

Conclusions

In a complex society like Nigeria, many factors affects more than one variable so solving the problems of vocational and Technical Education may deserve an interdisciplinary and integrated approach, it is not possible to highlight every problem in this write-up , therefore it is better to design an infrastructure and organization that can be better plan and design a system that will enhance the attainment of Vocational and Technical Education as contained in the National Policy on Vocational and Technical Education. Vocational and Technical Education has a key role to play in the development of education and the attainment of national

objectives, hence the need to design a system that will enable us manage both the problems and solutions to technological based learning

Recommendations

Based on the findings of the study, it is recommended as follow

. There is need for individual to be trained to acquire practical and applied skills to secure gainful employment in order to enhance the self-reliance.

. There is no doubt that vocational and technical education requires heavy funding in view of the current state of inflation in the country budgetary allocation to this type of education should be made adequate.

There should be adequate statistic of trainers and trainees in various area of vocational and technical education. This will enhance planning for years ahead

The ministry of education in each state should establish career counseling centre out reaches. A board of professional in the helping occupation can be set up for this programme.

References

- Bello, W. J. and Yusuff, S. M. (2018). Technical and vocational education: A panacea and economic reliance. *Journal of Academics*,3(2) 35-39
- Federal Republic of Nigeria (2018). National policy on education (6th Edition) Abuja, Federal Ministry of Education
- Lanlege O. O. (1999). Promoting self- reliance in Nigeria through vocational and technical education. Kotangora, B. O. A Publishers
- Mohammed, L. B. (2019). *History of Education in Nigeria*. Ibadan: Omodara Printers. Printers
- Omotayo, G. H. Uthman, R.N. and Sulyman B. Q (2019). Vocational education and manpower development. Paper presented at the Annual National Conference on Education Studies and Research. Unilag, Lagos: August 16th -20th
- Olaniyan, M.O. (2021). Technical and vocational education in Nigeria Issues, challenges and way forward. *Journal of Education and practices*, 7 (3) 102-108
- Samuel, D.P. (2020). Vocational and technical education in Nigeria: Issues, problems and prospects dimensions. *Journal of Education and Social Research*, 2(9), 17-29
- Ubandawaki, A. F. (2019). Principal and method in vocational and technical education in Nigeria. (Issues and Analysis). Kano: University Press.
- UNESCO, (2019). Literary and Non-formal education in the E-9 countries, SParis, UNESCO
- Yahaya, S.W. (2019). Relationship between manpower and educational planning. *Journal of vocational and technical education*, 6(1),17-29.