
STAKEHOLDERS ATTITUDE TOWARDS EFFECTIVE IMPLEMENTATION OF TECHNICAL AND VOCATIONAL EDUCATION PROGRAMS IN A GLOBALLY DEPRESSED ECONOMY

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Abstract: *This paper was designed to look at stakeholders' attitude towards effective implementation of technical and vocational education in globally depressed economy. Technical and Vocational education is a programme designed to empower the Nigeria youth and sustain them for national development, yet stakeholders lurk warm attitude is standing against it successes. The importance of technical and vocational education for national development and growth of the economy cannot be overemphasized. Technical and vocational education seeks to prepare persons for employment in recognized occupations. This type of education provides the skills, knowledge and attitudes necessary for effective employment and economic development. This paper examine the following concepts; a depressed economy, technical and vocational education programs and stakeholders attitude and effective implementation of technical and vocational education programs in a globally depressed economy. The study recommended that there should be increase funding of Technical and Vocational Education in Nigeria amidst economic depression in other to curb it and that stakeholders attention be directed towards research and development, acquisition of appropriate and up-to-date equipment, tools as well as general maintenance and management of Technical and Vocational Education institutions in Nigeria.*

Keywords; Stakeholders Attitude, Technical and Vocational Education, Depress Economy

INTRODUCTION

Technical and vocation education have long been treated as relatively insignificant aspects of the Nigerian education system. Osam (2013) states

that technical and vocational education has been neglected from the onset of colonialism and the introduction of Western education in Nigeria. This has created a situation whereby the majority of Nigerian youth, were trained for clerical and white collar jobs other than developed their practical skills. The pre and post-independence education policies in Nigeria were aimed at sustaining political structure and administration leading Nigeria populace to high rates of unemployment, and increases in crime rate and juvenile delinquency. The marginalization of practical education indirectly created social problems that led Nigeria to economic depression. It is increasingly important that schools not only develop the mental, moral and physical capabilities of the students, but also enable them to acquire skills in technology, including computer literacy, so that they might participate effectively in contemporary economic activities.

Technical and vocational education, according to Yusuf (2006), is a form of education that seeks to prepare persons for employment in recognized occupations. This type of education provides the skills, knowledge and attitudes necessary for effective employment and economic development. Odogwu (2005) describes vocational education as a type of education that emphasises preparation and participation in an occupation of social value. The fact remains, however, that technical and vocational education cannot be accomplished if students in schools are improperly trained. Effective training of students to acquire practical skills in technical and vocational education can be accomplished in the presence of necessary instrument, equipment and facilities that create conducive environments for teaching and learning. Technical and vocational education can also be successful with quality and quantity of teachers, well equipped workshops and laboratories with up-to-date materials, and adequate tools and other materials.

Nigeria to be out of economic depression, Omekwe (2009) argues that there must be effective implementation of technical and vocational education programme; adequate human and material resources must be made available to the technical education institutes, enough number of trained technical teachers with different types of expertise in science, language, technology must be recruited and posted to the schools. Effective

management of academic staff and non-academic staff in technical and vocational education has to be given its right place.

A Depressed Economy

The world in which we live is keep changing and these changes affect all sectors of life including the economic sector. A depressed economy is a severe downturn in the economy of the state, nation and the world that lasts for a long period of time. According to Kimberly (2016) economic depression occurs in United State America in the year 1929 and lasted for ten years.

Dawson (2006) states that a depressed economy takes place as a result of decline in Gross Domestic Product (GDP) growth rates. GDP is a monetary value of all the finished goods and services produced within a country's borders in a specific period of time. GDP is calculated on an annual basis or on a quarterly basis this includes all private and public consumption, government outlays, investments and exports minus imports that occur within a defined territory, state or nation. GDP is a broad measurement of a nation's overall economic activity. In globally depressed economy unemployment rate is always on the increases while those who maintains their job had their wages dropped or fell. Economic depression is cataclysmic, meaning that it causes a great change (negative or positive) in the society. Jodie (2010) opined that taking money out of the economy, contractionary monetary policy, overproduction and the stock market crash tended to accelerate the downturn. Others causes of economic depression are raising interest rates and massive deflection.

The effects of economic depression on the world are numerous. Dawson (2006) asserts that economic depression affect the psychology, cultural and political live people across the globe. Dawson (2006) stressed further saying the impact of economic depression differ significantly different from country to country. Unemployment are also some of experience of the economic depression. Economic depression causes individuals to suffer financially, practically those that have no skills or have poorest attitudes. Economic depression if prevented will be of great importance to the nation and the world at large. According to Encyclopedia (2003) economic depression can be prevented if central banks around the world, including the Federal Reserve are

aware of the importance of expansive monetary policy that will stimulate the economy. Encyclopedia (2003) further stated that economic depression can be prevented when central bank across the world gives bail out to banks and as well lowered the interest rate. This will restored confidence among panicked bankers who are unwilling to lend to each other for fear of taking subprime mortgages as collateral. The policy of inflation rate could be adopted to prevent deflection that associated with global economic depression by the Federal Reserve officials (Fed). The Fed will continue expansive monetary policy to keep the core inflation rate at 2%. As the depression continued, economists must advise the federal government to increase spending, in order to provide employment.

Technical and Vocational Education Programs

Technical and vocational skills are vital for poverty reduction, economic recovery and sustainable development of Nigeria and the world at large. Vijay (2015) asserts that Technical and vocational Education is instrumental to economic growth of all nations including developing Countries by way of suitable manpower production in line with the needs of the Industry, Society and the Global World as a whole most especially in a depressed economy. Fully skilled manpower is realized through technical and vocational education programs. Technical and vocational education is meant to respond to the challenges of industrialization for self-reliance.

Technical and vocational education across the globe covers courses and programmes in engineering, technology, management, architecture, town planning, pharmacy, applied arts and crafts, hotel management as well as catering technology. According to United Nation Educational Scientific and Cultural Organization (UNESCO, 2016) global policy attention to technical and vocational education is increasing worldwide. Technical and vocational education comprises of formal and non-formal learning for the world of work. Young people, women and men learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings in diverse socio-economic contexts.

Achilles, lintz and Wayson, (2000) define technical and vocational education as education that prepares people to work in a trade as craft and technician, or to support professionals such as engineering, accountancy,

nursing, medicine and architecture. Technical and vocational education takes place at the secondary, post-secondary and tertiary education level and through apprenticeship system. At the post-secondary level, vocational education is often provided to men and women by highly specialized instructors in various trades in science and technical schools. Such trades are blocklaying, bricklaying and concreting, carpentry and joinery, electrical and maintenance practices, air condition and refrigeration, auto mechanics, metal work and agricultural engineering. Oguntuyi, (2013) added that the conceptual definition of technical and vocational education cuts across educational levels. That is post-primary, secondary, and even tertiary sectors, and that it could be imparted into ones live in a formal or school-based, nonformal or enterprise-based, and informal or traditional apprenticeship.

Technical and vocational education programs are more focused on preparing students who are young men and adults for immediate employment or self-employment. According to Revermann (2016) technical and vocational schools teaches science and theory behind the occupation, as well as approach to teaching the skills that are needed to do the job successfully. Supporting the view of Revermann (2016), Oguntuyi, (2013) Technical and vocational education is education that train people to acquire the practical skills and understanding necessary for employment in a particular occupation, trade or group of occupations or trades. It is important to note that technical and vocational education is not only about transforming science ideas to reality but also understanding why things are done in a particular way.

UNESCO, (2016) states that technical and vocational courses and programs often result in a certificate of completion, National Technical Certificate, National Certificate in Education Technology, Bachelor of Science or Bachelor Education Technology. Technical and vocational education apart from imparting into the citizenry skills in construction, agriculture or health focuses on teaching general employment skills, such as typing, tailoring and painting. Vocational and technical education a multifaceted, multi-disciplinary and pragmatic field of study is aimed at equipping the individuals with requisite technical and vocational education literacy skills, which will enhance their relevance and functionality in the society. It plays a vital and

indispensable role in the development of the society. Therefore, technical and vocational education demand positive attitude among the stakeholders for it proper implementation.

Stakeholders Attitude and Effective Implementation of Technical and Vocational Education Programs in a Globally Depressed Economy

Technical and Vocational Education systems play a crucial role in the social and economic development of a nation and the entire world. Due to the dynamic nature of Technical and Vocational Education (TVE) and the society in general, TVE is continuously subject to the forces driving change in the schools, industry and society. It is often shaped by the needs of the changing economy and local community uniquely requiring the support of all stakeholders. Technical and Vocational Education is the education that prepares students for jobs and careers that are based on mostly manual or practical activities. Often referred to as Vocational and technical education, it promotes self-employment and is considered a vital requirement to eliminate economic depression in Nigeria and the world at large. According to Ajokporise, (2010) depressed economy nations like Nigeria, have neglected technical and vocation education through failure to implement it program effectively. This has led to the shortage of medium and good quality, skilled technical manpower required for economic development.

The end result of non proper implementation of technical and vocational education programs in Nigeria is economy depression which has rendered many graduates unemployable. Oharisi, (2007) calls for the establishment of technical and vocational training centres with trained skilled resource persons across Nigeria and the third world countries by governments, the private sector, trade unions and non-governmental organizations tackle the increased unemployment rate in Nigeria. Enahoro, (2008) opined that education curricula must be revised to emphasis more on practical skills order than theory in all trades such as building, carpentry and computer studies among others and they must be tailored to meet the direct need of industries.

The imbalance between the number of technical and vocational schools at primary, post-primary and tertiary institutions must be curb in Nigeria. Public utilities, particularly electricity, must be available to guarantee both

the teaching and application of vocational skills for national development. Ajokporise, (2010) states that legislation is also required Nigeria to ensure that technically skilled workers are paid wages that are comparable to white-collar workers as is applicable in developed nations to eradicate economic depression. Vocational and technical education and job training has been an integral part of national development strategies in many societies because of the impact on human resources development, productivity and economic growth.

According to UNESCO and International Labour Organization (2002) Nigerians do not accord vocational technical education the attention it deserves despite its proven contributions in other nations. According to UNESCO and ILO (2002) for any nation to live above economic depression, the stakeholders in the nation must understand that technical and vocational education is a meant to prepare men and women for occupational fields and for effective participation in the world of work; an aspect of lifelong learning and a preparation for responsible citizenship and an instrument for promoting environmental sound sustainable development.

Every nation including Nigeria must make efforts to develop industrially, economically, technologically and socially. Therefore, any type of developmental effort or initiatives requires human capital amongst others. The development of human capital requires necessarily and appropriate skills, right attitude and good knowledge of how to retrieve process and utilize natural resources for the benefit of humanity. Development of human capital that has appropriate skills, right attitude and good knowledge of how to retrieve, process and utilize national resources is realize through technical and vocational education in every nation.

Oharisi, (2007) declared that globally depressed economy can be overcome if the artisans, craftsmen, technicians and technologists are adequately trained through technical and vocational education. The Nigerian product through technical and vocational education will fit well in small-scale enterprises, industries, colleges and universities. According to Suobere, (2008) over dependence on foreign technical personnel in our industries which drains the Nigerian economy will be reduce, indigenous technology

will be encouraged through the right attitude towards effective implementation of technical and vocational education. There will be adequate work force to handle and maintenance Nigerian roads, building, plumbing work, electrification, mechanical works, agriculture and computer. Stakeholders in technical and vocational education in depressed economy must work towards eliminating numerous challenges facing technical and vocational education. Namkere, Maigida and Saba (2013) assert that technical and vocational education is faced with numerous challenges that are responsible for economic depression. These challenges has also affected negatively on our national life and national development. Oharisi (2007) enumerate among others some of the challenges militating against technical and vocational education as lack of skilled man power, acute shortage of technical and vocational teachers, lack of adequate training facilities and equipment and inadequate vocational. Others are lack of technical and vocational education policies, lack of follow up or supervision and continuity in government Policies, poor funding of technical and vocational education, Poor remuneration of technical and vocational education teachers, lack of entrepreneurship education in technical and vocational education and training, poor emphasis on the practical aspect of technical and vocational education as most tertiary institutions charged with the responsibility to teach technical and vocational education subjects in Nigeria today are poorly equipped with machines and relevant tools/equipment. By so doing, our production capacity will increase while our import duties will decrease leading to economic revival and national development.

CONCLUSION AND RECOMMENDATIONS

In the light of the discussion above, it is evidently clear that the significance of Technical and Vocational Education is not fully felt in Nigeria because of the challenges facing the sector. This paper therefore recommended that there is need for increased funding of Technical and Vocational Education in Nigeria amidst economic depression in other to curb it. The attention from the stakeholders should be directed towards research and development, acquisition of appropriate and up-to-date equipment, tools as well as general maintenance and management of Technical and Vocational Education institutions in Nigeria.

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