

Enhancing Technical Vocational Education and Training in Universities for Job Creation in Enugu State

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Abstract

Original Research Article

The purpose of this paper was to determine the strategies for enhancing Technical Vocational education and Training (TVET) in Tertiary Institutions for job creation and National development in Enugu State. The area of study was Enugu State. The study adopted a survey research design. A total of 97 technical educators in tertiary institutions in Enugu State were used. A structured questionnaire with 31 items was used for data collection, while three experts carried out face and content validations and the instrument yield a reliability coefficient 0.78 indicating high reliability of the instrument. Two research questions were answered and two null hypotheses tested. Mean, Standard deviation and t-test statistics were used for data analysis. Findings showed that enhancing TVET would lead to quality training and supports given to youth through collaboration between government and stakeholders. Based on the findings from the study these recommendations were made; Government should introduce incentive in tertiary institutions that will support increased private sector participation in TVET delivery and TVET should be properly funded by the government and stakeholders.

Keywords: TVET, enhancing, Universities and job creation.

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INTRODUCTION

Technical, vocational education and training (TVET) is one of the educational programmes for job creation. Technical vocational education and training (TVET) according to Nwachukwu (2010) is purposed to prepare person(s) for employment in an occupation or group of occupations. Technical vocational education and training (TVET) has been an integral part of national development strategies in many countries of the world. This is because it offers the recipients many training opportunities in different occupations. TVET has the potentials to curb high rate of unemployment among youths. It offers the much needed skills to develop informal sector of Nigeria (Ladipo, 2015).

According to National policy on education (2014). Technical vocational education and training (TVET) is the study of technologies and related sciences. It is the acquisition of practical skills, attitudes, understanding and knowledge relating to the occupation in various sectors of economic and social life. In recognizing the important roles that TVET plays, Aworanti (2015) emphasized that, it will equip individuals with relevant skills and knowledge that enable the youths to effectively participate in social,

economic and technological innovation processes. National Policy on Education also outlined the following as the objectives of TVET to include among others to acquire technical and vocational skills, expose recipient to career awareness by exploring usable options in the world of work, enable the youths develop intelligent understanding of the complexity of technology and to stimulate creativity. TVET is the education and training that will equip unemployed for labour market. It will also ensure industrial readiness and self-employment on graduation, thus creating jobs (UNESCO, (2012).

Job creation is the process of increasing the number of jobs available so that many unemployed youths will be employed. TVET has been recognized in Nigeria as a tool for job creation. The goal of the job creation strategy is to stimulate healthy economic growth. In the same idea, Dike (2005) opines that Nigeria cannot develop without well equipped technical and vocational institution. Dike stressed that Nigeria should begin now to take very seriously investment in technical and vocational education and skill training. This is because no nation can compete effectively in the emerging global market with poorly educated and

unskilled workers. Therefore, TVET has the capacity to reduce unemployment if properly enhanced.

Enhancing means the act of improving TVET for job creation. Amusa cited by Nwokike(2014) opined that if something improves, that thing or situation becomes better. Enhancing was described by Aneke (2015), as a strategy to improve in knowledge, skills and attitude of an individual to equip and make him proficient in a particular task. In the views of Olu (2015), enhancing TVET means better acceptance of TVET. It means improved supply of relevant skills for the work place. These will boost industrial engagement in learning which can accelerate job creation. Therefore, in the context of this study, enhancing TVET means improving the quality of the programme for job creation.

However, if TVET in Enugu State should be effectively enhanced, relevant bodies such as the Government and other stake holders must play meaningful role. Government is the main body that will initiate TVET before other stakeholders. It has to develop and support implementation of national TVET policies and incentives that will support increased private sector participation in TVET delivery. In the recommendations of Aworanti (2015), TVET should be positively addressed and the negative perception that TVET is for the less academically endowed should be discouraged. Furthermore, stakeholders also have significant roles to play in enhancing TVET. Stakeholder in the context of this study, are parents and guardians, sponsors, donors and development partners. These people should help to implement the agenda of TVET towards job creation. This must be done with clearly spelt out duties and responsibilities that recognize each other's strength.

Parents and guardian should support their children and wards to choose vocational education career. They should encourage sponsors, donors and development partners to help implement the agenda of TVET towards job creation. These stakeholders' efforts are toward seeking for public-private partnership to come into TVET. They believe that partnership is key to enhance TVET for it to perform its vital role in developing requisites skills especially among youth of our community for employment generation, entrepreneurship development, poverty alleviation, improved productivity, social and economic sustainability (Egbule, (2015). These partners should fund TVET and support capacity building. They have to strengthen guidance and counseling services to trainees. They should also provide opportunities for TVET teachers to regularly update their work place experience. Stakeholders' have to encourage employers to deliver workplace training to employees. It should establish strong linkage and collaboration with employers and industry. Partnership in TVET is to be grants in aid not providing cash.

However, if government and stakeholders play their roles in enhancing TVET in tertiary institutions, it may likely lead to job creation. It is against this backdrop that the researchers seek to determine the strategies for enhancing TVET in universities in Enugu State.

Statement of the Problem

Unemployment problems are on the increase, youths are grossly seeking for job, only few join the workforce. Also, millions of Nigerian youths, Enugu State inclusive has primary and secondary education without any practical or employable skills to enter the labour market or the ability to earn an income. This is reducing the ability of nations to achieve human resource development targets. Thus, affecting economic growth and job creation. This being the case, this study tends to ascertain various ways of enhancing TVET programmes in universities for job creation in Enugu State.

Purpose of the Study

The major purpose of the study is to determine various ways to enhance TVET for job creation and national development in Enugu State. Specifically, the study tends to:

1. determine government related strategies for enhancing TVET in Universities for job creation and national development in Enugu State;
2. determine the stakeholders' related strategies for enhancing TVET programmes in Universities for job creation in Enugu State;

Research Questions

The following research questions were raised to guide the study.

1. What are the government related strategies in enhancing TVET in universities for job creation in Enugu State?
2. What are the stakeholders' related strategies for enhancing TVET in universities for job creation in Enugu State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

- H₀₁: There is no significant difference in the mean responses of male and female TVET teachers in universities on government related strategies for enhancing TVET for job creation in Enugu State
- H₀₂: There is no significant difference in the mean responses of male and female TVET teachers in tertiary institutions on stakeholders' related strategies for enhancing TVET for job creation and national development in Enugu State.

METHOD

The researchers adopted survey research design. Survey design was adopted because it permitted the studying of the subjects in various institutions at the same period (Nworgu, 2006). The area of the study is Enugu State. The population of the study was 97 TVET teachers made up of 63 male and 34 females in tertiary institutions offering TVET programmes in Enugu State. No sampling was done due to the manageable size.

The instrument for data collection was a structured questionnaire developed by the researchers. The questionnaire was a four-point response scale with response categories as follows: strongly Agree- SA (4), Agree – A (3), Disagree- DA (2) and strongly- Disagree SDA (1). Validation of the instrument was done by two experts from Department of Technology and Vocational Education (TVE) and one expert from Department of Science and Computer Education (Measurement and evaluation option all from the Faculty of Education, Enugu State University of Science and Technology, ESUT. Their input helped to improve the quality of the instrument used for the study.

Cronbach Alpha reliability co-efficient was employed to test the reliability and the reliability index yielded 0.78. Since 0.78 is above 0.05, the instrument can be said to be reliable. The researchers distributed ninety – seven copies of questionnaire with thirty – one items and all the copies were retrieved from respondents representing 100 percent return rate.

Data collected were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. Any mean score of 2.50 and above was regarded as “Agree” while mean score below 2.50 was regarded as “Disagree. If the calculated t- value is less than the critical t- value for the given degree of freedom, the null hypothesis is not rejected but if the calculated t- value is greater than the critical t- value, the null hypothesis was rejected.

Research Question 1

What are the government related strategies for enhancing TVET for job creation in Enugu State?

Table 1: Mean ratings of the respondents on Government related strategies for enhancing TVET for job creation in Enugu State

S/N	Questionnaire items	SA	A	D	SD	\bar{X}	SD	Dec.
1.	Giving legislative backing to TVET policies	61	30	3	3	3.54	0.71	A
2.	Improving coherence of management of TVET	32	60	3	2	3.26	0.62	A
3.	Introducing incentives that will support increased private sector participation in TVET delivery	71	22	2	2	3.67	0.63	A
4.	Investing in TVET instructor in training programs	29	63	4	1	3.24	0.57	A
5.	Enhancing in training materials for TVET programs	30	64	2	1	3.27	0.55	A
6.	Investing in training materials for TVET programs	64	28	3	2	3.59	0.66	A
7.	Reconstructing Moribund industries for practical experience of TVET trainees	35	59	2	1	3.32	0.57	A
8.	Providing measures to reduce geographical inequalities	27	64	4	2	3.20	0.61	A
	Grand Mean					3.39	0.62	

Table 1 show that all the eight item statements have their mean (X) ratings above 2.50. Therefore, it indicates that the suggested eight strategies are the government related strategies for enhancing TVET for job creation in Enugu State.

Hypothesis 1:

There is no significance difference between the mean ratings of male and female TVET teachers on the government related strategies for enhancing TVET for job creation in Enugu State.

Table 2: t-test analysis of male and female educators on government related strategic for enhancing TVET for job creation and national Development

Groups	N	\bar{X}	SD	DF	t-cal	t-crit	Decision
Male	63	3.40	0.68	95	0.29	1.96	Do not reject
Female	34	3.36	0.64				

The result of Table 2 above shows that the calculated t-value is 0.29, while the table t-value is 1.96 at 0.05 level of significance. Therefore, the calculated t-value of 0.29 at 95 degree of freedom is less than the table t-value of 1.96. Hence, the null hypothesis is not rejected.

Research Question 2

What are the stakeholder’s related strategies for enhancing TVET for job creation and national development in Enugu State?

Table 2: Mean ratings on stakeholder’s related strategies for enhancing TVET for job creation and national development in Enugu State?

S/N	Questionnaire items	SA	A	DA	SDA	\bar{X}	SD	Decision
1.	Funding TVET through capacity building by developmental partners	30	61	4	2	3.23	0.62	A
2.	Training personnel to provide training within national policy frameworks	29	65	2	1	3.26	0.55	A
3.	Training provides to strengthen guidance/counseling services to trainees.	23	71	2	1	3.20	0.58	A
4.	Establishing strong collaboration with employers and industry.	27	68	1	1	3.25	0.52	A
5.	Delivering workplace training by employers to TVET students	33	60	3	1	3.29	0.58	A
6.	Providing opportunities for TVET students to regularly update their skills	71	24	1	1	3.70	0.54	A
7.	Contributing to the development of national skill standard for TVET students.	36	58	2	1	3.33	0.57	A
8.	Supporting activities of training providers by governments	4	5	76	12	2.01	0.59	DA
9.	Supporting activities of training providers by non-governmental organizations.	30	64	2	1	3.27	0.55	A
	Grand Mean					3.25	0.57	

Table 2 shows that eight items were agreed by the respondents as the stakeholders’ related strategies for enhancing TVET in tertiary institutions. They are items 1,2,3,4,5,6,7 and 9 with a corresponding mean of 3.23,3.20,3.25,3.25, 3.70, 3.33 and 3.27 while items no 8 with a corresponding mean of 2.01 was disagreed by the respondents as stakeholders related strategy for enhancing TVET in tertiary institutions in Enugu State.

ational development.

Hypothesis 2:

There is no significant difference between the mean ratings of male and female TVET teachers on the stakeholders' related strategies for enhancing TVET for job creation in Enugu State.

Table 4: t-test analysis of male and female TVET Teachers on stakeholders related strategies for enhancing TVET for job creation.

Groups	N	\bar{X}	SD	DF	t-cal	t-crit	Dec.
Male	63	3.2509	0.59	95	0.05	1.96	Do not reject
Female	34	3.2449	0.59				

The result of Table 4 reveals that the t-calculated value (0.05) is less than the t-critical of 1.96 at 95 degree of freedom. Therefore, the null hypothesis was not rejected; hence the male and female TVET Teachers have the same opinion on the stakeholder’s related strategies for enhancing TVET for job creation Enugu State.

technology advancement and economic growth in Nigeria through collaboration.

The test analysis indicated that there was no significant difference in the mean ratings of the respondents on enhancing TVET in tertiary institutions for job creation and national development in Enugu State.

DISCUSSION OF RESULTS

The result of the study in table 1 showed that introducing incentives that will support increased private sector participation in TVET delivery is one of the government related strategies for enhancing TVET in tertiary institutions in Enugu State for job creation. The finding is in agreement with that of Olomnmaiye (2015), who opined that government is the sole authority responsible for the planning, organization and control of technical and vocational education.

CONCLUSION

From the findings of the study, It can conclusively be drawn that enhancing TVET would lead to quality of supports and training given to youths through the collaboration between government and stakeholders. This would result to adequate technological advancements, human development, job creation and economic viability of the citizenry.

Recommendations

The following recommendations were made from the findings and conclusion drawn:

1. Government should introduce incentive in tertiary institutions that will support increased private sector participation in TVET delivery.

2. Stakeholders should provide opportunities for TVET students to regularly update their skills.

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