



REPOSITIONING TECHNICAL VOCATIONAL EDUCATION AND TRAINING FOR ENHANCED EMPLOYABLE SKILLS AS A PANACEA FOR SECURITY CHALLENGES IN NIGERIA

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Abstract

Technical Vocational Education and Training (TVET) has been recognized as a tool for empowering individuals, especially youths for sustainable livelihood and social economic development. The paper focused on repositioning technical vocational education and



training for enhanced employable skills as a panacea for security challenges in Nigeria. TVET can be attended by a substantially greater proportion of youths to alleviate the challenges of insecurities in the country . Hence, when youths are equipped with employable skills, they are likely to contribute to the overall development of the society at large. In this paper, the major challenges to Technical Vocational Education and Training in Nigeria such as societal attitude to TVET, government lip service, lack of adequate trained teachers, problems of management of TVET, relevance of curriculum, lack of training facilities and poor state of infrastructures among others were discussed. The paper concluded that TVET is the solution to insecurity and federal ministry of education has stated thirty-four (34) trades that are capable of empowering youths with employable and/or self-employed and becomes employers of labour. The strategies of repositioning Technical Vocational Education and Training for quality employable skills among the youths, such as general re-orientation of the concept of TVET, new capacity training for TVET teachers, funding, provision of quality infrastructures, provision of consumables, model equipment and tools, collaboration with employers and automatic employment of student's after graduation and so on.

Keywords: Repositioning, TVET, Employable Skills and Security Challenges , Nigeria .



Introduction

Education remains the best tool to develop physical, mental and moral capability of the youth so that he/she can become a good, industrious and self-reliant citizen of the society. According to Amahi (2018) education is the bedrock for survival, growth and development of any country. Ayuba (2014) stated that education is considered as the key to effective development strategies. In the same vein, Kpolovie (2012) described education as one which constitute the core of human development, as it is the most crucial institution for empowering young people with knowledge and skills. Nigeria may have made considerable progress in introducing employable skills to its citizens, but due to the rapid growing population, the employable skills is not altered. This may leads to unemployment of Youths and adults, coupled with the hardship in the country, which makes the poverty rate to become obvious in the country. Hence, the important role of Technical Vocational Education and Training (TVET) in development and empowerment of youth cannot be achieved. TVET provides various opportunities for discovering and developing an individual's potential for employable skills. Uddin (2013) opined that TVET has a broading effect, which motivates learners to be more exploratory, realize their capabilities and develop potentials for success in the world of work.

The National Policy on Education (NPE, 2014) conceptualized TVET as 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 employable skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. In Nigeria today, there's a lot of insecurity threat such as kidnapping, arm robbery, herdsmen attack, banditry, ritual killing, prostitution, drug addiction and pushing, terrorism among others. These vices have complicated problems of corruption, poverty, high inflation and unemployment that are high



in the country. Some bad elements among the uniformed personnel also use these vices to intimidate and extort money from the citizens on the road, in making the number of people who are poor to increase. Feeding has become hard for some families and unemployment also increases causing some youths join bad group (yahoo, fraudster, thieves and many more), which accent for insecurity in the country. These vices could be developed due to idleness which stems from unemployment. Engaging these youths in skill development programmes could help to make them possess employable skills, become employable, self employed or employers of labour thereby reducing crime rate especially those connected to insecurity in the country.

Obierika (2016) observed that Nigeria as a nation is faced with insecure economy, problem of simultaneous inflation and recession, as well as significant unemployment of both youths and adults. Obierika further stated that poverty stared many families on the face and various segments of the population are alienated from becoming productive members of the workforce. Youths being filled with energy, and when this energy is positively channeled or guarded, they (youths) are highly productive and hence they are likely to contribute to the overall development of the society. On the other hand, when the energy is negatively channeled, restiveness and other related activities are experienced in the nation. It is on the strength of these unhealthy anti-social activities that this paper explored the possible ways of repositioning Technical and Vocational Education Training (TVET) for the development of employable skills for youth engagement.

Conceptual Clarifications

Technical Vocational Education and Training (TVET)

Technical Vocational Education and Training (TVET) has been identified as a special area of education that imparts employable skills to individuals in a nation. Adamu (2016)



defined Technical Vocational Education and Training as the brand of education designed to develop practical skills, abilities, understanding, attitudes, work habits, appreciation, encompassing knowledge and information needed by workers to enter and make progress in an occupation in a useful and productive basis. Similarly, Ekpenyong and Edokpolor (2016) described TVET as the training in Technical subjects or area of vacation to acquire both theoretical and practical knowledge as well as skills in preparation for gainful employment. Technical Vocational Education and Training (TVET) plays a critical role in national economic transformation, particularly through its capacity to empower young people with practical skills for employment, innovation, and entrepreneurship (UNESCO, 2015). Seidu (2013) referred to TVET as any education for skill acquisition necessary for effective employment in an occupation. Subsequently, Alhasan and Tyabo (2013) perceived TVET to be the education that provides skills, knowledge and attitude that lead to the production of individuals who are resourcesful and productive. In the same vein, Akinseinde (2012) defined TVET as a means of preparing individual's for occupational fields and to participate effectively in the world of work. However, in all these definition of TVET, youths are still lacking behind in terms of skills and attitude, making them (youths) to be unemployed or self-reliant in the society. Also, these Youths after graduation still depends on their parents or guardians for livelihood, which if their parents or guardians can not provide for them, can lead to joining bad group. Actually, TVET is a vehicle for occupation training and provision of employable skills. The National Policy on Education (NPE, 2013) anchored the vision of TVET as follows:

- ❖ To provide trained manpower in applied science, technology and commerce particularly at sub-professional grades.
- ❖ To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.



- ❖ To provide people who can apply scientific knowledge to solve environmental problems for the use and convenience of man.
- ❖ To give an introduction to professional studies in engineering and other technologies.
- ❖ To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.
- ❖ To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

In spite of the stated objectives of TVET, the nation seemed unprepared for it. This statement derived its observations in the educational system, especially when you pay a visit to various institutions which offer TVET. No good workshop, lack of consumable materials, outdated facilities and equipment and so on is the odd of the day. Therefore, TVET is an education that gives training and imparts all necessary skills, knowledge and attitude needed to function as Craftsmen and technicians in a nation and to be employed or self-employed in the area of specialization.

Concept of Security

Security is seen as a situation where a person, thing is not exposed to any form of danger or risk of physical, moral aggression, accident or theft or deterioration. Akinseinde (2012) defined security as activities involved in protecting a nation, properties or person against attack, danger and so on from any physical or moral harmfulness. Ibeneme (2012) also noted that the meaning of security in the Nigerian context has surpassed describing it as “freedom from foreign dictation” but freedom from disgruntled citizens and evil politicians bent on destabilizing the nation for their selfish gains or freedom from violent terror groups and trigger happy criminals driven into crimes, arm robbery, vandalism, kidnapping and other



fraudulent activities due to unemployment, poverty and greed. Several security specialists are of the opinion that the concept of security has always been connected with the protection and continued existence of the nation and its citizen from harm or destruction or from dangerous threats. These ideas generally grasp that the nation is the only institution with the primary responsibility and power for the safety of its territory and people (Anyadike, 2013). However, the reversed is the case of Nigeria, as many of us, walk around with fear of being kidnapped, robbed and so on. Hence, security is the ability to be safe wherever a person stay or go to within the country. However, TVET can contribute to alleviating insecurities, when employable skills are attended to by the Government.

Employable Skills

Traditionally, people are expected to contribute meaningfully to development of the society. This will be an ordinary wish without employable skill. Technical Vocational Education and Training is designed to equip individuals with skills that will make them functional and productive through employable skills. Employable skills has been established in the secondary school to equip the students with skills in areas of their choosen trade and that is known as "technical knowledge". The Federal Ministry of Education (2011) developed a senior secondary trade curriculum in thirty-four (34) trade subjects as part of the drive to promote employable skills among secondary school students. These trades are: auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning/refrigeration, welding and fabrication, engineering craft practice, electrical installation and maintenance work, radio, TV and electric work, block/bricklaying and concrete work, painting and decoration, plumbing and pipe fitting and so on are areas which youths can be trained, thereby empowering them with employable skills to become employed or self-employed with little capitals which could be a loan from



bank or may be grant by government or non-governmental organization to purchase tools and equipment. However, employable skills are a training designed to expose and prepare youths to the real practical work, TVET have to be reposition to meet these objectives of establishing technical institution.

Repositioning

Repositioning occurs when a service takes a changed position to achieve a good position in that service. Collins (2017) stated that repositioning is when something such as a service (education) are made interesting to more or different people in it. For instance by changing certain things about the concept of Technical Vocational education and Training or the techniques for which TVET should be taught in schools. Therefore, repositioning implies the ability to change the concept of TVET to take another dimension or change its position to achieve the purpose of creative thinking and innovation in the occupation.

Theoretical Framework

The theoretical study for repositioning of Technical Vocational Education and Training will be grounded on theory of Skill acquisition which was propounded by Hubert and Stuart Dreyfus (1973). The authors assumed that skill development is "knowing how", they argued that many skills such as riding a bicycle could not simply be reduced to "knowing that". Theory of Skill acquisition maintained that a person goes through at least five stages of different knowledge, specific tasks and ways of decision making as they acquire and improve on their skills. This theory was necessary because it looks at stages in which students will pass through before acquiring employable skills during training in school.

TVET and Employable Skills development

The current trend in TVET is that it will equip graduate with skills in area of their various trade. Balogun (2013) stated that young people particularly secondary school graduates, in an industrialized nations go through TVET to prepare them for world of work



and thus they form one of the greatest investment for sustainable societal development. In like manner, Federal ministry of education (2013) developed employable skills in secondary school curriculum which contains thirty four (34) trade subjects as part of the drive to promote skills development amongst the secondary school students. These trade are: Auto body repair and spray painting, Auto electrical work, Auto mechanical work, Auto parts merchandising, Air conditioning \Refrigeration, Welding and Fabrication Engineering craft practice, Electrical installation and maintenance work, Radio, TV and electric work, Block laying, brick laying and concrete work, Painting and Decoration, Plumbing and Pipe fitting, Machine wood working, Carpentry and joinery, Furniture making, Upholstery, Catering and craft practice, Garment making, Textile trade, Dying and Bleaching, Printing craft practice, Cosmetology, Leather manufacturing and repair, Keyboarding, Data processing, Store keeping, Book keeping, GSM maintenance, Photography, Tourism, Mining, Animal Husbandry, Fisheries, Marketing and Salesmanship. The above listed trades are area in which youths can be trained, thereby empowering them with employable skills to become self reliant or employed in an industry.

TVET and Security challenges:

Youths have been identified to be the most unemployed citizens in the country. Unemployment among the youths in Nigeria has become endemic and required a combination therapy. According to Chiazor et-al (2017) the consequences of unemployment in Nigeria are very severe and threatening to the citizenry and the economy. The unemployment scourge has continued to pose so many insecurity challenges in the country and can be tackle through TVET to avert the insecurity in the country. According to Raheem and Ayika(2019), government need to establish a secure and poverty free nation for his citizens to become influential members of the society. Raheem and Ayika (2019) further explained that poverty, hunger, homelessness, sickness and lack of security are paramount issues that requires



immediate attention of the Nigeria government, if the youths are expected to become leaders in future. Since they (youths) cannot feed, clothe or provide shelter for themselves, these problems become daily challenges. These youths have to end up as arm-robbers, herder men, scammers, militants, kidnappers and so on, that will give them a glimmer of hope. The problems above can only be averted, if TVET is factored into relevance to create uncommon prosperity for the populace. Technical Vocational Education and Training plays an essential role in improving the wellbeing of youths and society at large. TVET increases productivity, empowers youths to become self - reliant and stimulates employable skills in them (Chinedu and Olabiyi, 2015). Therefore, it is imperative to note that Nigeria needs educated and skilled manpower youths, who will be self - reliant or employed to satisfy basic social needs in the country, Technical Vocational Education and Training (TVET) could fill the void.

Challenges of TVET in Nigeria

TVET like any other discipline in Nigeria Educational system has a lot of challenges faced in imparting the employable skills to individuals in the nation. According to Chukwuma (2015), the challenges need to be addressed effectively in order to improve the quality and products of the programme because any programme that is faced with challenges cannot adequately achieve its objectives. Some of the challenges are as follows:

- **Societal attitude:** The image of TVET in the country has not been encouraging. Technical Vocational Education and Training is seen as an inferior education for school dropouts or for the misfit in the society. Obierika (2016) observed that people tend to classify those in TVET as intellectual misfit. And also, most parents do not encourage or guide their wards to take a course in technical vocational education and training programmes in tertiary institution, this is because the society does not place any significant value or dignity on TVET programmes (Dokubo, 2010).



- **Government lip service:** Funding has always be the major challenge to the development of Technical Vocational Education and Training. Although official statements continue to attach importance to TVET, evidence points to the fact that commitments have not been matched with action yet. TVET being an expensive programme do not need lip service attention by government. According to Chukwuma (2015) who stated that funding of TVET programme is inadequate without provision of equipment, tools and materials for learning. He stressed that financial substantially facilitates the development of knowledge which requires innovative measures so as to ensure that public TVET institutions are not deprived.
- **Lack of adequate trained teachers:** One of the challenges of TVET is the acute shortage of suitable trained and qualified teachers. It is not uncommon these days to find graduates of TVET seeking for employment in non teaching sectors.

- **Problems of Management of TVET**

The success of TVET is largely dependent in the quality of its leadership. Based on the system of education in this country it has not been easy to produce very good leadership for TVET. The management of some TVET programme needs to be overhauled for effectiveness and progress. Attah and Giwa (2011) observed that some TVET oriented institutions are being manned by people who cannot be termed as leaders of TVET and in some cases by general educators. Some educational managers who are not necessarily TVET educators are posted to manage TVET programmes, this is a great aberration and a paradox that has never worked in favour of technical vocational education and training.

- **Relevance of Curriculum**

Yusuff and Soyemi (2012) observed that the frequency with which government at all times reverse curriculum and policy on different aspects of education sector is a great challenge that effects the development of TVET. The world of work as we have it today is a



world of technology. Various production tasks which were manually performed have become mechanized, digital and in some cases automated. In the face of all these reverse, review and updating of the curriculum is inevitable.

- **Lack of Training Facilities**

Lack of training facilities has hindered TVET. Many of the facilities are inadequate and obsolete, so its spare parts cannot be sourced. The facilities lack current levels of precision that are now standard and are below current industrial and training standards (Amahi, 2018). As a result of this, the trainees enter into world of work only to discover that the facilities with which they were trained has been modified and digitalized.

- **Poor State of Infrastructures**

The learning environment is very unfriendly with dilapidated buildings, broken chairs/desks and practical table, leaking roofs, poorly equipped workshops and laboratories. All these make TVET more theoretical than practical skill training which are the hall mark of effective technical vocational education and training (Obierika, 2016).

Strategies for Curbing the Challenges of insecurity

Youths have been identified to be more likely to be enticed to act the way they do, which will lead to security challenges. If left with nothing to do, will be enticed to be the bad eggs in the society. Technical Vocational Education and Training is the type of education that will equip the youths with employable skills in areas of the trade or occupation of choice. Youth in industrialized nation go through technical vocational education and training to prepare them for the world of work and thus they form one of the greatest investment for sustainable societal development (Balogun, 2013). The strategies of repositioning TVET for quality employable skills among the youths are:

- ❖ **General Re-orientation of the Concept of TVET**



The need to create awareness on the importance of technical vocational education and training by all stakeholder will ensure that its citizens imbibe the habits of skill acquisition as an important venture and when its citizens are empowered with employable skills that will keep them busy, there will be no room for insecurity and destructive of properties in the state. In other words, the citizen should be educated and oriented towards TVET, its meaning: scope and usefulness are carefully explained to them. And also, newspapers, journals, radio, TV and possible holding career days in schools and so on to correct the profile impression about TVET. According to Egunsola et-al (2018) stated that the following are the strategies for curbing the challenges of insecurity

❖ **New Capacity training for TVET Teachers**

Technical Vocational Education and Training teachers needs to be encouraged and supported to keep up-to-date by participating in regular new capacity training: such as workshops, seminars, in-service training programme and conferences.

❖ **Funding**

Provision of Adequate funding for technical vocational education and training to provide equipment, tools and materials (commusables) which will make the programme to go to a greater height.

❖ **Provision of teaching material resources**

Through TVET material resources youth would be sensitized, mobilized, motivated and empowered for self-reliant and employable skills and without teaching material resources these will not be achieved.

❖ **Collaboration with employers**



The employers should be allowed to participate in recommending training for potential youths. By this way employers become committed towards enhancing the quality of the TVET programme.

❖ **Automatic employment of TVET students**

There is the need to encourage students of TVET with employment immediately they graduate. This will make more youths and parents to have interest in TVET.

The way forward:

The following are suggested as the way forward:

1. Stakeholders (Federal, State and Local Government) should adequately fund, plan, implement and manage all TVET programmes in the country.
2. Adequate facilities such as tools and equipment, workshops and laboratories and consumable materials for the training should be provided by all stakeholders.
3. Employment of qualified TVET personnel, instructional materials, in - service training for TVET personnel as well as scholarships \ grants should also be granted to TVET teachers.
4. Proper supervision and monitoring of the implementation of TVET programmes by supervisory agents.
5. Efforts should be made by TVET teachers to upgrade their skill and knowledge base to keep abreast with technological development.

Conclusion

Insecurity in Nigeria has become endemic and therefore requires a combination therapy. Every youth could be given the chance that previous generations took for granted by equipping them with employable skills. When the youths are poor and homeless, insecurity becomes paramount issues that require immediate attention by all stakeholders. The



insecurity can only be solved if Technical Vocational Education and Training is factored into relevance in the nation.

Based on these, Technical Vocational Education and Training becomes that part of the total experience of the individual whereby he/she become successfully to carry on a gainful occupation. TVET is any form of education whose primary purpose is to prepare individuals for employment in recognized occupation . For the nation to have a secure and poverty free and the youth to become influential members of the nation. TVET plays an essential role in improving the wellbeing of the youths and the country they belong to. It increases productivity, self-actualization and employment to satisfy basic social needs and reduce the risk of youth's involvement in crime, kidnapping and so on. It has been pointed out that the challenges of TVET in Nigeria are societal attitude, Government lip service, lack of adequate trained teacher, problems of management of TVET and so on, need to be address. Therefore, Technical Vocational Education and Training is important because youths who have saleable/employable skills will become useful citizens in their country rather than parasites who turn out to become tools of insecurity in the nation.



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