

Towards Value Re-orientation of Youths on the Role of Technical Vocational Education and Training (TVET) for Sustainable Development in Nigeria.

Okwelle, P. Chijioko*¹ Ayonmike, Chinyere Shirley²

1. Department of Science & Technical Education, Rivers State University of Science and Technology, Port Harcourt, Nigeria.

2. Department of Technical and Business Education, Delta State University, Abraka, Nigeria

* E-mail of the corresponding Author: pc_okwelle@yahoo.com

Abstract

This study was embarked on to find out in the opinion of Technical Vocational Education and Training (TVET) Educators, reasons responsible for youths' negative perceptions toward TVET with the aim of proffering strategies for positive value re-orientation of the youths on the role of TVET for sustainable development. The study was carried out in Rivers State of Nigeria. Three research questions were posed. Questionnaire was the instrument used in data collection, while statistical mean was used for data analysis. Results showed that TVET educators are well informed of the importance of TVET to national and sustainable development. Also, the study revealed some factors that may have informed the perception of the youths to regard TVET programme as not valuable as general education. Finally strategies identified as measures to be adopted for value reorientation of the youths towards TVET include among others: same admission requirement with all other educational programmes; admission strictly for those with the aptitude; promoting campaign to improve TVET image problem as well as favourable policy and legislative platforms of TVET.

Keywords: Value, reorientation, youths, TVET, sustainable development.

1. Introduction

Education is acknowledged as a means for transforming and empowering communities. Alam (2008) posited that education is a key agent of national development, either as a way of developing human capacity, increasing the skilled workforce for modernization, or as a matter of personal freedom, developing capability and empowerment. All nations, especially developing countries therefore, need balanced development through all of the educational sectors in order to make significant progress in terms of national development. Through education the youth especially, gain skills; knowledge and attitudes to enable them become productive members of the society.

Technical Vocational Education and Training (TVET) is the sub-sector in the education system widely recognized as the engine for economic and technological growth. TVET as defined by UNESCO (2001) and adopted by the Federal Republic of Nigeria in her National Policy on Education (2004: 29) 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”

In this broad definition, TVET refers to a range of learning experiences which are relevant to the world of work. It is education which is mainly to lead participants to acquire the practical skills, know how and understanding, and necessary for employment in a particular occupation, trade or group of occupations (Atchoarena & Delluc, 2001). Similarly, Goel (2010) noted that TVET plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. TVET thus equips people with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life (Okwelle, 2013).

Also, TVET is understood to contribute to sustainable development. In this context, the UNESCO-UNEVOC Bonn Declaration on Learning for Work, Citizenship and Sustainability in 2004 stated that “since education is considered the key to effective development strategies, technical and vocational education and training (TVET) then must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development” (UNESCO, 2005). The concept of sustainable development has been defined in many widely differing ways. One of such broadly accepted definition is that of Brundtland commission report in 1987, which defined sustainable development as “a new form of development

perspective which integrates the production process with resources conservation and environmental enhancement; it should meet the need of the present without compromising our ability to meet those of the future” (World Commission on Environment and Development (WCED) (1987:1). In the same vein, the Food and Agricultural Organization (FAO) (1988) defined sustainable development as the management and conservation of the natural resources base and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generation. Kurya and Hassan (2007) posited that sustainable development is a continuous and progressive increase and expansion of the volume of goods and services provided in a given economy with improvement in the social, political and economic life of present as well as future generation. To this end, Arokoyu (2004) argued that sustainable development is inherently a value-laden concept, in that it implies responsibility for both present and future generation.

In summary, above all, sustainable development is about the development of individuals and that of the economy. TVET empowerment improves a nation’s economy, provides job opportunities, reduces crime rates and encourages creativity and competitiveness in nation building. TVET facilitates the adjustment of the skills and knowledge of man to the changing demands within the society. Skill and knowledge as well as social values acquired through TVET allow an individual to manipulate the natural and physical environment for making life more useful for improved sustainable scientific, technological and economic development (Okwelle, 2008). Thus, TVET and sustainable development are inevitably connected. TVET, the process, has an essential role to play in raising awareness, and providing skills and values considered necessary to put sustainable development into practice. As the goal, sustainable development lies at the heart of the TVET system, and become the platform among the society it serves (Chepkemi, Watindi, Cheron, Ng’isirei & Rono, 2012). In the new economic environment therefore, TVET is expected to produce an educated, skilled and motivated work force for sustainable development and nation’s growth.

Today, TVET is increasingly recognized globally as effective means of empowering young people to engage in productive and sustainable livelihoods. However, studies show that in Africa, the significance of this important education sub sector has not been fully embraced regardless of major reforms by many countries toward strengthening the TVET system (Afeiti, 2009; Chepkemi, *et al*, 2012; OKoye & Okwelle, 2013; Ratnata, 2013). Writing on the status of TVET in Nigeria, Dike (2009) averred that while TVET has continued to thrive in many societies, Nigeria has neglected this aspect of education resulting to lack of skilled persons needed to drive the wheel of progress of the nation’s economy. Dike further stated that this neglect of TVET is socially and economically injurious because it is robbing the nation the contributions the graduates will make on national development.

Though, TVET system in Nigeria like other African countries is threatened with many challenges, one of such major problems upon which other problems seem to emanate from is that of image of TVET. Evidence from studies indicate that many youths, parents and even government perceive TVET as not valuable as a general education (Afeiti, 2008, African Union(AU), 2007, Okoye & Okwelle, 2013, 2014). This negative view has grossly discouraged many young people from enrolling into TVET programmes, undermining the importance of this form of education to national development and sustainable development. Value placed on TVET by the public in no small measure has effect on the growth of this educational sub sector.

As a concept, Esu (2009) defined values as ideals that guide or qualify an individual’s personal conduct, interaction with others, and involvement in his career. Values help one to and inform one on how he or she can conduct one’s life in a meaningful way. Similarly, Bolarin (2009) referred to values as trait, practices, acts, ideals, beliefs, attitudes, and principles that a group or society considers to be of merit, worthwhile, dear, acceptable and right. It is these ideas, beliefs or understandings of members of the society that guide and are reflected in members’ behaviour. These ideals or beliefs are the basis of standards in public life. They may be derived from tradition, experience, and religion. They inform the morality of society and drive the design of institutions and their enforceability (Aiyede, 2010).

From the discussions above, it seems clear that values are basic beliefs and attitude in a society whether of individual or groups which are considered worthwhile and which serve as guide to choices and behaviour in daily life. Values therefore, are things or ideas we hold in high esteem or regard highly. So, value re-orientation is the process of changing an individual’s, group of individuals’ or society’s poor value of a concept to a positive one. In the Nigeria of today, many youths based on their poor value of what TVET stands for, has neglected skill training, leaving them unemployable and less productive to the society.

The youths are the backbone of the development of the country. Indeed, if Nigeria is to be sustained as a viable entity there must be a very good plan to tap the energy and resourcefulness of the youth population to fast track economic development (Aiyede, 2010). Taking into cognizance the veracity that TVET offers an important strategy to train skilled workers for the employment market and for sustainable livelihoods, there is an urgent need for value reorientation of these youths in order to make TVET attractive to them. In this way, many youths will embrace TVET and other stake holders will live up to expectations over the realities of TVET to national

growth and sustainable development. No research seems to have been carried out so far in this direction in Nigeria. This present study therefore is determined to find out the value youths of Nigeria hold on TVET as perceived by TVET educators with the aim of proffering solutions on ways of reorientating the youth positively. The study was therefore intended to answer the following questions;

1. What are the roles of technical vocational education and training (TVET) for sustainable development?
2. What are the perceived values of youths about technical vocational education and training (TVET)?
3. What strategies can be adopted for value re-orientation of youths on technical vocational education and training TVET in Nigeria?

2. Methods

The design employed in the study was a descriptive survey carried out in tertiary institutions in Rivers State. The population comprised of about 66 TVET educators in the three higher institutions in Rivers State, namely: Rivers State University of Science and Technology, Port Harcourt; Ignatius Ajuru University of Education, Port Harcourt and Federal College of Education (Technical), Omoku. The entire population of 66 respondents was used for the study. No sampling was done since the population size was considered manageable.

A structured questionnaire titled. "Value Reorientation Strategy in Technical Vocational Education and Training Questionnaire" (VRSTVETQ), was the instrument used to collect data for the study. The VRSTVETQ had sections A, B, C and D. Section A sought information on selected personal data of the respondents, sections B to D consisted of 32 - items relevant for answering the research questions posed in the study. The response format of VRSTVETQ was a five point Likert scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with corresponding values of 5, 4, 3, 2, and 1 respectively. The VRSTVETQ was validated by three TVET experts. The reliability of the instrument was established by using Cronbach's Alpha reliability method on data collected through a pilot test on 10 respondents who were not part of the study. The reliability coefficient obtained was 0.87, which was high and above the recommended acceptable value of 0.7 for good reliability (Nunnally, 1978). Therefore, the instrument was regarded as reliable enough for use in data collection for the study.

A total of 66 copies of the instrument were distributed to the respondents directly by the researcher with the help of two research assistants. The total number of copies retrieved was 59 representing 89 percent return. The number was considered adequate and was used for analysis of the study. The descriptive statistics of mean was used to answer the research questions. An item with a calculated mean value equal or greater than 3.50 (3.50 – 5.00) was accepted, while an item was considered undecided if the mean rating was greater than or equal to 2.50 but less than 3.49 (i.e. 2.50 - 3.49). Where the calculated mean of an item was less than or equal to 2.49 (0 - 2.49), such an item was rejected.

3. Results

The results of data analysis of the study are presented in tables 1 to 3 below.

3.1 Research Question 1

1. What are the roles of technical vocational education and training (TVET) to sustainable development?

Table 1: Mean Ratings on Roles of TVET for sustainable development

S/NO	Items	\bar{X}	SD	REMARK
1	It makes people self-reliant	4.53	.51	Accepted
2	It widens opportunities for people to find job which fits into their talents and preferences	4.31	.56	Accepted
3	Helps people out of unemployment trap	4.56	.50	Accepted
4	Provides people with skills to make them progress in life	4.12	.55	Accepted
5	Help develop entrepreneurial skills	3.62	.73	Accepted
6	Provides competence that will enable each graduate to adapt to the knowledge based society	4.04	.71	Accepted
7	It improves labour mobility	3.78	.85	Accepted
8	Help improve the incomes of poverty stricken citizens	4.21	.65	Accepted
9	Provide youths with more choices of their life	3.73	.44	Accepted
10	Help empower individuals who would otherwise have been marginalized	4.09	.58	Accepted
11	Master key to poverty alleviation	4.56	.50	Accepted

Table 1 showed that the respondents accepted all the items as roles of TVET to sustainable development. The standard deviation of the items ranged from 0.44 to 0.85, suggesting that the respondents were close in their opinions.

3.2 Research Questions 2

What are the perceived values of youths about technical vocational education and training (TVET)?

Table 2: Mean Ratings on Perceived Values of Youths on TVET

S/NO	Items	\bar{X}	SD	REMARK
12	Education meant for those who have failed in the society	4.50	.51	Accepted
13	Education to cater for dropout	4.60	.48	Accepted
14	Education for those with lower academic requirement that can not fit into higher education	4.36	.46	Accepted
15	Alternative education for those who fail to secure admission in other forms of education	4.14	.46	Accepted
16	Second class education compared to general education	4.42	.61	Accepted
17	TVET is dead end education	4.07	.51	Accepted
18	Graduates of TVET are not well educated	4.43	.50	Accepted
19	Education that attracts lower income for its employed graduates	3.85	.57	Accepted
16	It produces simple labourers	4.04	.71	Accepted
20	It is for low achievers	3.97	.77	Accepted
21	Second choice educational career	4.56	.56	Accepted

Table 2 revealed that the respondents accepted all items as perceived values of youths towards TVET. The standard deviation of the items ranged from 0.46 to 0.77, signifying that the respondents were close in their opinions.

3.3 Research Question 3

What strategies can be adopted for value re-orientation of youths on technical vocational education and training TVET in Nigeria?

Table 3: Mean Ratings on Strategies for Value Re-orientation of Nigeria Youths on TVET

S/NO	Items	\bar{X}	SD	REMARK
22	Increased funding for TVET sector	4.40	.55	Accepted
23	Same admission requirement with all other educational programmes	4.18	.45	Accepted
24	Improve links between industry and TVET training	4.09	.58	Accepted
25	Admission strictly for those with the aptitude	3.87	.85	Accepted
26	Curriculum to be redeveloped to capture the current market trends	4.53	.59	Accepted
27	Appropriate career guidance to new entrants	4.12	.55	Accepted
28	Favourable policy and legislative platforms of TVET	4.02	.80	Accepted
29	Adequate tools and equipments that meet industry standards	4.46	.60	Accepted
30	Evaluation of students success to be based 50 – 50 learning and practical	3.37	.83	Undecided
31	Industries encouraged to employ those who had attachment with them upon graduation	3.76	.70	Undecided
32	Promote campaign to improve image problem of TVET	4.51	.55	Accepted

Table 3 shows that the respondents accepted nine items but were undecided on two items (30 and 31), as strategies for enhancing value reorientation of youths toward TVET for sustainable development. The standard deviation of the items ranged from 0.55 to 0.85, implying the respondents were close in their opinions.

4. Discussion of Findings

The finding of the study in Table 1 shows that TVET educators are well informed with the significant role played by different TVET programmes in achieving sustainable development and economic growth of a nation. This finding support the claim by International Labour Organisation (ILO) (2001) that TVET is intended as a bold and courageous step to undertake, with the changing scenario for economic life by developing human capital. Also the findings are in agreement with contention of Chepkemei *et al* (2012) that TVET graduates have a role to play in helping the society to respond to environmental and development issues as they work between nature, technology, economy and society. TVET as an institution therefore, is indispensable for personal, community and human development for active citizenship building and for improving the lives of people. Thus,

it is important to recognize that the desirable outcome of TVET work is that its graduates have an impact on social, economic and environmental sustainability within local and global communities.

The results in Table 2 indicate that in the opinion of TVET educators, many youths of Nigeria hold negative value orientation towards TVET programme. The findings corroborated the observation of (Ratnata, 2013) that young people and their parents whenever they have the possibility chose higher education over TVET due to their predominant perception of TVET not as valuable as general education. The findings also buttressed the assertions of Okoye and Okwelle, (2014) that low societal estimation of TVET with its professional practice not seen as a substitute to gaining employment in any other quarters that are highly remunerated lends TVET inferior in eyes of the public. According to AU (2007) and Afeti (2008) the impression sometimes created by governments that the primary objective of the TVET track is to keep dropouts and "lockouts" from the basic and secondary school system off the streets, rather than project this type of training as an effective strategy to train skilled workers for the employment market. The term "lockouts" refers to students who are unable to move up the educational ladder, not because of poor grades but because of lack of places at the higher level (AU, 2007). This is a worrisome situation that has hindered the advancement of TVET in the country.

The findings further showed that TVET educators agreed with all the suggested strategies as imperative for the value re-orientation of youths on the relevance of TVET sustainable development in Nigeria. This is in line with the views of Alam (2008), Dike (2009), Goel (2010), Okoye & Okwelle (2013) that providing training within national policy frame work, increased funding, strengthening guidance and counseling services to trainees as well as promoting industry and academia interaction among others, will enhance the image problem of TVET. There is therefore an urgent need for value re-orientation of the public in general and the youths in particular on the significance of TVET for sustainable development.

5. Conclusion and Recommendations.

Technical Vocational Education and Training (TVET) have been used by several developed countries as an instrument of national and sustainable development. Thus far, the value attached to TVET is still not good as people continue to perceive TVET not as valuable as general education. In order to provide TVET program that can create an impact in the development of human resources for sustainable development, the Nigerian people need to embrace approaches aimed at value re-orientation of TVET in the country. The researcher is of the view that if these strategies identified in this study are given attention, the fortune of TVET in the country will change for better. Based on the foregoing, the paper recommends the following:

1. Government should mount favourable policy and legislative environment to change positive attitude of people about TVET
2. Increasing funding by government for purchase of machines and tools relevant to those in real work place.
3. Guidance and counseling services to students at both primary and secondary levels to be strengthened.
4. Establishing strong linkage between TVET schools and industries in the areas of students' internship, funding support, and retraining of TVET educators.

References

- Afeiti, G. (2008). Technical and Vocational Education and Training for Industrialization. [Online] Available: <http://www.areforun.org/publications/occasional-papers/40/95-technical-and-vocational-education-training-for-industrialization.html>. (Accessed: October 26, 2013)
- African Union (AU) (2007). Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa: Final Draft. [Online] Available: www.africa-union.org. (Accessed June 21, 2012)
- Aiyede, E. R. (2007). The state, values and development: Towards Re-orientating the Nigerian Youth for Positive Leadership. [Online] Accessible: http://www.cbac77.com/archives/pdf/Dr.%20Rem_Ajede.pdf. (Accessed: February 15, 2014).
- Alam, G. M. (2008). The role of technical and vocational education in the national development of Bangladesh. *Asian – Pacific Journal of Comparative Education* 9(1), 25 – 44. [Online] Available: <http://www.apjce.org/files/APJCE-09-1-25.pdf>. (Accessed: October 20, 2013).
- Arokoyu, S. B. (2004). Sustainability and Sustainable Development. In S. B. Arokoyu; O. S. Nwosu; V. U. Dienye and M. Ifeanacho (Eds.), *Perspectives on World Issues and Problems*. p17-26. Port Harcourt: Amethyst & Colleagues Publishers.
- Atchoarena, D & Delluc, A. (2002). *Revisiting Technical and Vocational Education in Sub-Saharan Africa*. IIEP-UNESCO, Paris.

- Bolarin, T. A. (2009). Values Disorientation in the Nigerian System. In Ivowi, U. M. O. (Ed), *Education for Value*. Lagos: The CIBN Press limited.
- Chepkemei, A., Watindi, R., Cherono, K. L. Ngisira R. J. & Rono, A. (2012). Towards Achievement of Sustainable Development through Technical and Vocational Education and Training (TVET): A case of Middle Level Colleges- Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(5), 686 - 690
- Dike, V. E. (2009). Technical and Vocational Education: Key to Nigeria's Development. [Online] Available: <http://www.nigeriavillagesquare.com/articles/victor-dike/technical-and-vocational-educationkeytonigeriandevelopment.html>. (Accessed March, 20, 2013)
- Esu, A. E. O. (2009). *Education for Humanistic Values*. In Ivowi, U. M. O. (Ed) *Education for Value*. Lagos: The CIBN Press Limited.
- Food and Agriculture Organisation (FAO) (1988). *Sustainable Agriculture Production: Implications for International Agricultural Research*. FAO Research and technology paper 4. Rome, Italy
- International Labour Organization (ILO). (2001). Revised Recommendation Concerning Technical and Vocational Education. [Online] Available: http://www.ilo.org/public/english/employment/skills/reformation/instr/unesco_3htm. (Accessed March 3, 2012).
- Kurya, U. L. & Hassan, B. (2007). Technical and Vocational Education for Productivity and Sustainable Development in Nigeria. In S. M. Yalams; B. Bukar; S. A. Adebayo; S. T. Puyate and A. K. Onwuchekwa (Eds.), *Technical and Vocational Education: A challenge to the Nigerian Education Reform Agenda*. Proceedings of the 20th Annual conference of the Nigerian Association of Teachers of Technology (NATT). p294-300. Kaduna, Nigeria.
- Nunnally, J. C. (1978). *Psychometric Theory*. New York: MacGraw-Hill.
- Okoye, K. R. E. & Okwelle, P. C. (2013). Complex Mix of Socio- political Synergy on Technical Vocational and Training (TVET) in Nigeria. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 3(3), 28 – 40 [Online] Available: [http://www.arabianjbm.com/VOL_3_\(3\)_KD.php](http://www.arabianjbm.com/VOL_3_(3)_KD.php). (Accessed February 10, 2014).
- Okoye, K. R. E. & Okwelle, P. C. (2014). Technical Vocational Education and Training (TVET) as Intervention Mechanism for Global Competitiveness: Perspectives from Nigeria. *Developing Country Studies*, 4(4), 86 – 91. [Online] Available: <http://www.iiste.org/Journals/index.php/DCS/issue>. (Accessed March 3, 2014).
- Okwelle, P. C. (2008). Employers' Perceptions of the Role of Technical and Vocational Education (TVE) in Sustainable Development in Nigeria. *UNISWA Research Journal*, 23, 57 - 66
- Okwelle, P. C. (2013). Appraisal of Theoretical Models of Psychomotor Skills and Application to Technical Vocational Education and Training (TVET) System in Nigeria. *Journal of Research and Development*, 1 (6), 25- 35. [Online] Available: [http://www.arabianjbm.com/VOL_1_1\(6\)_RD.php](http://www.arabianjbm.com/VOL_1_1(6)_RD.php). (Accessed February 10, 2014).
- Ratnata, I W. (2013). Enhancing the Image and Attractiveness of TVET. In: *TVET@Asia*, Issue 1, 1-13. Online: http://www.tvet-online.asia/issue1/ratnata_tvet1.pdf. Retrieved 15/2/2014
- UNESCO (2001). Revised Recommendation Concerning Technical and Vocational Education. In Normative Instruments concerning technical and vocational education. Online: <http://www.unevoc.unesco.org/go.php?q=UNEVOC+publicatins&lang=en&akt=i&st=&qs=70&unevoc=i>. Retrieved 20/02/2012
- UNESCO (2005). *Learning for Work, Citizenship and Sustainability: Final Report*. UNESCO/UNEVOC International Centre: Bonn
- World Commission on Environment and Development (WCED) (1987). *Our Common Future*. Oxford: Oxford University Press,