

## Perception of Vocational Education Stakeholders on Hindrances to Effective Implementation of TVET Policies in Nigeria

by

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### Abstract

*Technical Vocational Education and Training (TVET) remains the driving force behind the employability skills among TVET graduates which is highly dependent on effective implementation of TVET policies. However, there are perceived hindrances to the implementation of TVET policies in Nigeria. The study, therefore investigated the perception of vocational education stakeholders on hindrances to effective implementation of TVET policies in Nigeria. Two research questions guided the study. The study adopted descriptive survey research design. The population for the study was 113 consisting of 61 academic and 52 non-academic staff of the Faculty of Vocational and Technical Education, University of Nigeria Nsukka. Purposive random sampling was used to select 23 academic and 16 non-academic staff that have up to 10 years working experience. Data were collected using a structured questionnaire on a four point rating scale. The instrument was subjected to face validation by three experts from the Faculty of Vocational and Technical Education, University of Nigeria, Nsukka. Cronbach Alpha reliability coefficient of 0.69 was obtained. The instrument was administered and retrieved by the researcher with the help of two research assistants. Data collected were analyzed using mean and standard deviation. Based on the results of the data collected and analyzed, the study found out that inadequate funding of TVET institutions, inadequate teaching and learning resources, poor quality of policy documents, inconsistent TVET curriculum, lack of political will, inadequate number of TVET experts among others were the major hindrances to effective implementation of TVET policies. It was equally found out that adequate funding, appropriate legislation, up-skilling of TVET experts among others were strategies for effective implementation of TVET policies. It was therefore recommended among others that TVET policy documents should be regularly reviewed by TVET stakeholders for effective implementation and industrial development in Nigeria.*

**Keywords:** TVET, TVET policy, Implementation, TVET stakeholders, perception

### Introduction

The extent of industrial and technological development of a nation is no doubt highly linked to the individual development of her citizens. Highly industrialized countries like Japan, China and the United Nations have been able to develop the technical and industrial skills of her citizens through technical vocational education and training (TVET). TVET is interpreted by Munro

(2007) as the development of ways of learning and the acquisition of attitudes that facilitate success at the work place. In the view of Akerele (2007), TVET is that aspect of education that exposes the learner to acquisition of demonstrable skills that could be transformed into economic benefit. However, United Nations Educational Scientific and Cultural Organization (UNESCO, 2002) described TVET as a comprehensive term which encompasses 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 and social life. This connotes that TVET is designed to equip the people with not only vocational and technical skills, but also with a broad range of practical skills, attitude and knowledge that are imperative in the work place and life (Kennedy, Wanami & Kerre, 2018). TVET in the context of this study is the acquisition of relevant skills from TVET institutions that would enable an individual to adapt and cope easily with the work environment or venture into entrepreneurship after successful completion of the required academic programme in order to build a successful life and career.

TVET is essential for human capital development and in this light seeks to accomplish two overall objectives. First, it promotes social stability and cohesion; and second, it promotes sustainable economic and social development (Wallenborn, 2009). Similarly, Bennett; Budria and Telhado-Pereira in Ngure (2015) stated that TVET plays an important role in supplying skills requisite for improved workers' productivity, improving economic competitiveness, enhancing occupational integration, raising income levels and expanding opportunities for employment. Okorafor and Nnajofofor (2017) believed that TVET is meant to impart knowledge and skills for increased efficiency in the world of work, sustainable livelihoods, personal empowerment and socio-economic development, which enhances proper adjustment in knowledge economies and rapidly changing work environment. The authors therefore concluded that TVET is both a comprehensive education and training program involving lifelong learning, responsible citizenship and the promotion of environmentally sound development and social transformation. This is undoubtedly the major reason TVET is steadily gaining popularity at global debates and government priorities for education and national development agendas (Marope, Chakroun and Holmes in Paryono, 2017) as enshrined in the TVET policy.

TVET policy can be seen as a set of basic principles and associated guidelines,

formulated and enforced by the governing body of TVET to direct and limit its actions in pursuit of long term goals. The overall objective of TVET policy is to provide the economy with qualified and competitive workers and train citizens able to participate in sustainable growth and poverty reduction by ensuring training opportunities to all social groups without discrimination (Republic of Rwanda Ministry of Education, 2008). This objective was formulated upon the attainment of independence which brought about restructuring of the Nigerian educational system to ensure vocationalization which is a process of equipping individuals with relevant skills for self-empowerment and industrial development of the nation (Okorafor and Nnajofofor, 2017). The authors opined that Nigeria has long acknowledged TVET policies as the master key to unlocking the future and outlined some of the policy statements as:

*Recognizing that TVET is an integral part of technological development, a greater proportion of education expenditure shall continue to be devoted to vocational education at federal and state level (Federal Republic of Nigeria, FRN, 2004, Section 7, 52 pp. 35)*

*In recognition of the fundamental importance and cost intensive nature of TVET, government shall provide adequate funds for TVET (FRN, 2004, section 7, 56 pp. 35).*

*The purpose of development of individuals is to enable them contribute to the development of the society. For this reason, the plan lays emphasis on TVET as the "master key" to unlocking our future (FME, 2012, pp 2).*

*The ability of Nigeria to realize the vision of becoming one of the twenty largest economies in the world by the year 2020 is largely dependent on the capacity to transform its youths into highly skilled and competent citizens...it is for this reason that commitment to TVET must be strengthened (FME, 2012, pp.54; FME 2009, pp 14)*

TVET policies as mentioned above imply that a country that defines her education system on TVET is on the ladder of world economies. This standing can however be attained only with the in-depth involvement of TVET stakeholders in the implementation of TVET policies. TVET stakeholders describe individuals, groups or organizations who are involved in the implementation of TVET policies. Serumu (2014) outlined these stakeholders as TVET policy makers, TVET administrators, TVET Lecturers/Teachers, TVET students and parents of TVET students. This study is however focused on TVET academic and non-academic staff in Universities. These staff teaches the theoretical and practical aspects of the TVET curriculum.

However, studies conducted by Swanzy (2011), Serumu (2014), Kwami, Yaduma and Onuh (2014), Amankwah and Wanami and Kerre (2018) revealed that TVET is faced with a number of challenges which hinder the effective implementation of TVET policies in Nigeria. The researcher identified these challenges as inadequate funding, mismatch between training and labour market skill demand, non-functionality of TVET workshop facilities, lack of access to modern equipment for training, inadequate work experience, Inadequate and obsolete infrastructure and equipment, for example poor equipped TVET workshop and libraries, dilapidated classroom blocks, inadequate capacity in the institutions for internal/peer quality assessment, weak support structure for students Industrial Work Experience Scheme (SIWES), brain drain, human capital flight, unstable academic calendar, staff shortages across board, unattractive conditions of service for teachers, inadequate collaboration between tertiary institutions and organized private sector. Based on the findings of the reviewed studies, the study sought to investigate the perception of vocational education stakeholders on hindrances to effective implementation of TVET policies in Nigeria. Specifically, the study sought to identify:

1. hindrances to effective implementation of TVET policies in Nigeria

2. strategies to effective implementation of TVET policies in Nigeria

## Research Questions

1. What are the hindrances to effective implementation of TVET policies in Nigeria?
2. What are the strategies to effective implementation of TVET policies in Nigeria?

## Methodology

The study adopted a descriptive survey research design. Descriptive survey research design is a research design that focuses on people and their opinions, attitudes, motivations and behaviour (Osuala, 2005). The design is therefore suitable for this study since it would be effective to elicit responses on the perception of vocational education stakeholders on hindrances to effective implementation of TVET policies in Nigeria from respondents.

The population for the study comprised of 113 TVET staff consisting of 61 academic and 52 non-academic staff of the Faculty of Vocational and Technical Education, University of Nigeria Nsukka. Purposive random sampling was used to select 23 academic and 16 non-academic staff that has up to 10 years working experience. A 30 item structured questionnaire was used by the researcher for data collection. On each of the items, the respondents were requested to indicate their opinion on a four-point rating scale of strongly agreed (SA), agreed (A) disagree (D) and strongly disagreed (SD) with values of 4,3,2 and 1 respectively. The questionnaire was subjected to face validation by three experts from the faculty of Vocational and Technical Education, University of Nigeria, Nsukka and their corrections and suggestions were used for modification of the questionnaire. Cronbach Alpha reliability coefficient of 0.69 was obtained. The questionnaire was administered and retrieved by the researcher with the help of two research assistants. The data collected were analyzed using mean to answer the research questions while standard deviation was used in determining how close or otherwise the

respondents were to the mean and to one another. Based on the mean calculated, any item with a mean score of 2.50 and above was accepted as agree (A), while anyone less than

2.50 was regarded as disagree (D) whereas any item with standard deviation value less than 1 from the mean value were considered positive and highly clustered around the mean.

## Results

**Table 1: Mean Response with Standard Deviation of TVET Lecturers and Non-Academic Staff on the Hindrances to Effective Implementation of TVET Policies**

| S/N | Item statement on the hindrances to effective implementation of TVET policies       | TVET Lecturers |     | Non-academic Staff |     | Grand |     | Remark |
|-----|-------------------------------------------------------------------------------------|----------------|-----|--------------------|-----|-------|-----|--------|
|     |                                                                                     | Mean           | SD  | Mean               | SD  | Mean  | SD  |        |
|     | Inadequate funding of TVET institutions                                             | 3.71           | .48 | 3.64               | .72 | 3.68  | .60 | Agree  |
|     | Inadequate teaching and learning materials                                          | 3.11           | .51 | 3.61               | .64 | 3.36  | .58 | Agree  |
|     | Poor conditions of staff office                                                     | 2.64           | .72 | 3.32               | .82 | 2.98  | .77 | Agree  |
|     | Lack of political will                                                              | 3.39           | .52 | 3.27               | .57 | 3.33  | .55 | Agree  |
|     | Inadequate number of TVET experts                                                   | 3.21           | .44 | 3.63               | .53 | 3.42  | .42 | Agree  |
|     | Inadequate infrastructure and equipment                                             | 3.48           | .76 | 3.27               | .43 | 3.38  | .60 | Agree  |
|     | Obsolete infrastructure and equipment                                               | 3.21           | .31 | 3.14               | .76 | 3.18  | .54 | Agree  |
|     | Poor quality of policy documents                                                    | 3.61           | .56 | 3.65               | .83 | 3.63  | .70 | Agree  |
|     | Brain drain of TVET staff                                                           | 2.84           | .49 | 3.43               | .44 | 3.14  | .47 | Agree  |
|     | High incidence of academic vices                                                    | 3.43           | .76 | 3.08               | .61 | 3.26  | .69 | Agree  |
|     | Unstable academic calendar                                                          | 2.92           | .69 | 3.19               | .52 | 3.06  | .61 | Agree  |
|     | Weak support structure for students                                                 | 3.06           | .73 | 3.18               | .49 | 3.12  | .61 | Agree  |
|     | Industrial Work Experience Scheme (SIWES)                                           |                |     |                    |     |       |     |        |
|     | Inadequate collaboration between tertiary institutions and organized private sector | 2.81           | .17 | 3.72               | .69 | 3.27  | .43 | Agree  |
|     | Inconsistent TVET curriculum                                                        | 3.68           | .26 | 3.62               | .53 | 3.65  | .40 | Agree  |
|     | Segregation between academic and non-academic staff                                 | 2.84           | .67 | 3.42               | .57 | 3.13  | .62 | Agree  |
|     | Occasional strike action of the institution                                         | 3.64           | .47 | 2.82               | .87 | 3.23  | .67 | Agree  |
|     | Non-accessibility of available TVET equipment                                       | 2.88           | .61 | 3.66               | .54 | 3.27  | .58 | Agree  |

The result of Table 1 showed the mean responses and standard deviation of TVET lecturers and non-academic staff on the hindrances to effective implementation of TVET policies in Nigeria. The values of the grand mean ranged from 3.06 to 3.68, indicating that the responses of the respondents for all the items were under the agree category. The grand

value of the standard deviation ranged from 0.40 to 0.77. The values of the SD were low and this shows that the responses are clustered around the mean. It can be deduced from the grand mean values that all the identified items of Table 1 were hindrances to effective implementation of TVET policies in Nigeria.

**Table 2: Mean Response with Standard Deviation of TVET Lecturers and Non-Academic Staff on the Strategies to Effective Implementation of TVET Policies**

| S/N | Item statement on the hindrances to effective implementation of TVET policies | TVET Lecturers |     | Non-academic Staff |     | Grand |     | Remarks |
|-----|-------------------------------------------------------------------------------|----------------|-----|--------------------|-----|-------|-----|---------|
|     |                                                                               | Mean           | SD  | Mean               | SD  | Mean  | SD  |         |
| 1   | Improved funding of TVET institutions                                         | 3.84           | .38 | 3.40               | .42 | 3.62  | .40 | Agree   |
|     | Provision of modern teaching and learning materials                           | 3.71           | .51 | 3.66               | .34 | 3.69  | .43 | Agree   |
| 2   | Improved conditions of staff office                                           | 3.64           | .27 | 3.75               | .19 | 3.70  | .23 | Agree   |
| 3   | Increased recruitment of qualified TVET                                       | 3.39           | .33 | 3.25               | .69 | 3.32  | .51 | Agree   |

|    |                                                                                   |      |     |      |     |      |     |       |
|----|-----------------------------------------------------------------------------------|------|-----|------|-----|------|-----|-------|
|    | experts                                                                           |      |     |      |     |      |     |       |
| 4  | Provision of adequate infrastructure and equipment                                | 3.53 | .41 | 3.60 | .59 | 3.57 | .50 | Agree |
| 5  | Upgrading of obsolete infrastructure and equipment                                | 3.48 | .64 | 3.54 | .83 | 3.51 | .74 | Agree |
| 6  | Improved quality of policy documents                                              | 3.21 | .73 | 3.11 | .66 | 3.16 | .70 | Agree |
| 7  | Improvement of staff conditions to minimize brain drain                           | 3.61 | .56 | 3.77 | .73 | 3.69 | .64 | Agree |
| 8  | Non-strike action to ensure stable academic calendar                              | 3.40 | .72 | 3.33 | .44 | 3.59 | .58 | Agree |
| 9  | Adequate collaboration between tertiary institutions and organized private sector | 3.03 | .82 | 3.28 | .61 | 3.16 | .72 | Agree |
| 10 | Consistent TVET curriculum over a stated time period                              | 3.62 | .62 | 3.19 | .32 | 3.41 | .47 | Agree |
| 11 | Accessibility to available TVET equipment                                         | 3.06 | .54 | 3.18 | .49 | 3.12 | .55 | Agree |
| 12 | Provision of appropriate legislation to guide TVET policy                         | 3.11 | .70 | 3.27 | .42 | 3.19 | .56 | Agree |
| 13 | Up-skilling of TVET expert                                                        | 3.54 | .18 | 3.84 | .46 | 3.69 | .32 | Agree |

The result of Table 2 showed the mean responses and standard deviation of TVET lecturers and non-academic staff on the strategies to effective implementation of TVET policies in Nigeria. The values of the grand mean ranged from 3.12 to 3.70, indicating that the respondents agreed that all the 14 items were strategies to effective implementation of TVET policies in Nigeria. The grand value of the standard deviation ranged from 0.23 to 0.23. The values of the SD were low and this shows that the responses are clustered around the mean. It was deduced from the grand mean values that all the identified items of Table 2 were strategies to effective implementation of TVET policies in Nigeria.

### Discussion of Findings

The findings of the study in Table 1 revealed inadequate funding of TVET institutions, inadequate teaching and learning resources, poor quality of policy documents, inconsistent TVET curriculum, lack of political will, inadequate number of TVET experts among others were the major hindrances to effective implementation of TVET policies, poor conditions of staff office, and segregation between academic and non-academic staff. These hindrances are in line with the result of the studies carried out by Udoka (2010); Yusuf and Soyemi (2012); Okoroafor (2010); Ayonmike (2014); Nwogu and Nwanoruo (2011); Odu (2011); and UNESCO (2009) who identified that hindrances to effective

implementation of TVET policies to include inadequate human and material resources in terms of quality and quantity; poor funding of TVET, inadequacies in infrastructural facilities; poor quality preparation of lesson by TVET teachers; and social vices; obsolete facilities and poor provision of instructional materials for effective implementation of TVET. These findings are inconsonance with the resolution of Oketch (2009) who stated that the funds that government is willing to commit to TVET are very poor in relation to the actual need. This is clearer in the yearly education budget of Nigeria where about 2.3% of the nation's GDP is allocated to education which is less than half the percentage of GDP spent by the 19 sub-Sahara African countries on the average (FGN, 2009). In 2010, the Federal Government of Nigeria spent ₦249.08 billion on education out of a budget of about ₦ 4.07 trillion (Okoroafor & Nnaji for, 2015). This sum translates to just about six percent of the total budget in spite of UNESCO's recommendations that at least, 26% of national budget should go to education (UNESCO Institute for Statistics-UIS) of which capital allocations to TVET was 0.13% of the total government budget and 0.05% of total proposed FGN budget in 2011 and 2012 respectively. The findings of the study equally agreed with the findings of Egwu (2009) who identified human resource related hindrances such as brain drain of TVET staff, human capital flight, unattractive conditions of service for teachers, and staff shortages as limitations to implementation of TVET policies. It is

therefore concluded that the aforementioned hindrances are common to many TVET institutions across the world and Nigeria precisely.

The findings of the study in Table 2 identified improved funding of TVET institutions, appropriate legislation, up skilling of TVET expert, improved conditions of staff office, provision of modern teaching and learning materials, upgrading of obsolete infrastructure and equipment, provision of adequate infrastructure and equipment, provision of appropriate legislation to guide TVET policy, adequate collaboration between tertiary institutions and organized private sector, improved quality of policy documents as strategies to effective implementation policies in Nigeria. Ejiofor and Ali (2015) supports the findings by stating that adequate funding, appropriate legislation, involving industries in the development of TVET policies and curriculum are the strategies for effective TVET institution-industrial linkage in Nigeria. The findings also agreed with Okoye and Okwelle (2014) who resolved that providing training within national policy framework, increased funding strengthens guidance and counseling services to trainees as well as promoting industry and academic interaction, upgrading of obsolete infrastructure and equipment, provision of adequate infrastructure and equipment, provision of appropriate legislation to guide TVET policy. Hence, proper implementations of these strategies will give a new look to TVET in Nigeria.

## Conclusion

Based on the findings of this study, it was observed that inadequate funding among other variables constitutes a major hindrance to effective implementation of TVET policy in Nigeria and this affects virtually every aspect of TVET such as teaching and learning environment, facilities and equipment for teaching and learning, proper staff remuneration leading to brain drain among others. Therefore, it was concluded among other findings of the study that improved funding of the education sector in Nigeria to about 13% of the National Budget as recommended by UNESCO for countries, which would in turn improve the

percentage allocated to TVET, which will result to effective implementation of TVET policies in Nigeria.

## Recommendations

Based on the findings of the study, the following recommendations were made:

1. Adequate funds should be allocated to TVET in Nigeria's annual national budget to enable TVET stakeholders handle challenges currently facing TVET institutions.
2. A monitoring body should be setup by the federal government for every TVET institution to ensure that allotted funds are used judiciously for its specific purposes.
3. TVET stakeholders from tertiary institutions should be involved in TVET policies making in order to improve the quality of policy documents.
4. There should be adequate collaboration between government/private owned industries and TVET institutions to enable students experience real work environment in their different vocational areas before graduation.
5. There should be regular training of TVET lecturers on the most recent technology for teaching and learning in order to keep them abreast with recent technologies.

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