

INCORPORATION OF PRIVATE TRADESMEN TO TEACH THEIR TRADES IN TECHNICAL COLLEGES TO IMPROVE SYNERGY BETWEEN INFORMAL AND FORMAL EDUCATION IN TECHNICAL EDUCATION IN NORTH CENTRAL NIGERIA.

ABUBAKAR YAHAYA IBRAHIM

Niger State College of Education

P.M.B 39,

Minna, Niger State, Nigeria

Abstract

This study investigated the feasibility of Incorporating Private Tradesmen to teach their trades in Technical Colleges in North Central Nigeria. Five research questions guided the study. Descriptive survey design was adopted. Population of the study was 1262 respondents comprising of 40 tradesmen, 12 officials of Science & Technical Schools Board (STSB), 10 principals and 1,200 Senior Technical (ST) 1 student in the selected Technical Colleges in the North Central Nigeria. Sample of the study was 462 respondents comprising of the 40 tradesmen, 12 officials of (STSB), 10 principals and 400 ST, 1 student. The instruments for data collection were Feasibility Rating Scale (FRS), Willingness Inventory for Teaching Trades (WITT), Willingness Inventory for Short Term Training (WISTT), and Perception Inventory on Incorporating Tradesmen (PIIT). The instruments were obtained for FRS, and WITT, WISTT and PIIT respectively using Cronbach Alpha Reliability index. The research questions were answered using mean and standard deviation. The results revealed that it is highly feasible to incorporate the tradesmen to teach practical skills of their trades to the students. It was found that tradesmen are willing to teach the skills of their trades to students. The students on the other hand have positive perception towards incorporating tradesmen to teach them their trades. It also showed that tradesmen are willing to participate in Short Term Training to enable them teach their trades more effectively. It further revealed that Principals of Technical Schools and Officials of STSB are emphatically supporting the incorporation of tradesmen to teach their trades (practical skills) to Technical College Students. Therefore, this study advocated for implementation of the scheme in the Technical Colleges in the North Central States in Nigeria.

Introduction

According to (UNESCO, 2018), Technical, Vocational Education employs informal and formal learning styles. This signifies that Technical Education is a form of education which allow all forms of learning in the formal and informal education settings for nations to achieve human and material development. Thus, the topic of this paper is based on the aforementioned facts. It implies the tradesmen are in the informal education setting with their practical skills and experiences while (Technical schools) are in the formal education. Technical Education and Training is purposely designed to prepare youths for work/occupation through forms of learning and developing work related skills (Valentine & Vincent, 2020).

However, today, technical education in Nigeria is encompassed with challenges which adversely affect it in the formal education setting. Prominent among the challenges is lack of qualified teaching manpower in technical education. The acute shortage of teachers in technical education is wide spread nationwide. This is draw back to industrialization and technological progress and socio-economy in Nigeria. Supporting this fact, Punch and Daily

Trust, 13th and 16th October, 2017 respectively reported NABTEB to have lamented shortage of “Technical Colleges and Teachers.” On this note the Registrar (NABTEB) Prof. Ifeoma I.A. while delivering address in a conference on Technical Education in Abuja, Nigeria expressed that the government and stakeholders need to address the problem of lack of teachers in technical education and a skewed number of Federal Science Technical Colleges in the country. She further mentioned that out of 102 Unity Secondary Schools in the country only 21 (20%) are Federal Science Technical Colleges and at the State level, most States have only two (2) or three (3) Government Technical Schools. she noted that poor perception of technical education is the major reason why some African countries have poor economies.

Nonetheless Anwuka (2017) expressed that Nigeria’s future is doomed unless youths are empowered with Technical and Vocational Skills because nation’s development is greatly linked to the technical competence of its citizens. In the same opinion, Muhammad (2022), asserted that the purpose of youth empowerment is to equip them with entrepreneurial skills, attitudes, abilities and competencies that will provide them with means of livelihood so that they live meaningful lives. This can eradicate youths unemployment, underemployment, crime, and youth restiveness in communities. Nzube (2018) opined that the rate of unemployment in Nigeria is due to neglect of Technical Education by both government and citizens. Christopher and Ukoha (2020) maintained that Technical Education has been neglected to the background which has consequently given rise to large number of unemployed and underemployed youths.

In another development, Baba (2022) on functional education opined that technical education is the basis of functional education and most potent tool to achieve sustainable societal development. Technical Education is functional education because it is interpreted to be education that produces job makers and not that which produces job seekers, as does in General Education (Ibrahim, 2018). United Nations (2015) viewed functional education for sustainable development as education that encourages changes in knowledge, skills, attitudes, and competencies to enable a more sustainable and vibrant socio-economic society. It aimed to empower and equip current and future generations to meet their needs using a balanced and integrated approach to the socio-economic and environmental dimensions of sustainable development. Functional education can produce empowered youths as key actors in promoting socio-economic and sustainable development.

Vesela (2018) expressed that education is the heart of sustainable development and is the key to the professional success of young people. In modern living conditions, the student needs a wide range of key competences to adapt successfully to the rapid changing environment, and the rapid pace of development necessitates innovative approaches to teaching in the formal and non-formal education or even university environment.

On this background, some scholars have argued for the possibility of incorporating tradesmen in the Technical Education. Advocates of the scheme argued for its possibility while the critics emphasized on its impossibility. The advocates of the scheme maintained that most private tradesmen like vehicle mechanics, electronic workers, electricians, furniture makers, carpentry, mason and bricklaying and many others are more skillful, practically oriented and experienced than most graduates of technical education even though the graduates are more equipped with theoretical knowledge but are deficient in practical skills. It is observed that, some graduates of technical education have lukewarm attitude, tepid,

negligence of practical lessons. This often resulted to producing half-baked and unskillful graduates from technical schools.

Statement of the Problem

Technical Education and Training is widely accepted as a vital driving force for the socio-economic and technological development of nations. To be specific, the objective of Technical Education as provided in National Policy on Education (FRN, 2013) include among others:

- i. To provide trained manpower in applied science, technology and commerce particularly at sub-professional levels.
- ii. 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-employed.

In line with the mentioned objectives, Nigeria nation is operating Technical education in the strive to achieve the mentioned goals. However, several factors/challenges are impediments towards achieving the stated objectives. Prominent among such impeding factors is the acute shortage of teachers in technical education (Anwuka, 2017; Nzube, 2018; Christopher & Ukoha, 2020; Ugochukwu et al., 2019). Therefore, the researcher is motivated to undertake this study so that the proposed scheme of incorporating Tradesmen in teaching the practical skills of their trades can supplement/augment the inadequate teaching manpower in technical education and as a way forward on the challenge of shortage of technical education teachers.

Research Questions

- i. What is the feasibility of incorporating tradesmen to teach their trades (practical skills) to Technical College students?
- ii. What is students' perception on incorporating tradesmen to teach their trades (practical skills) to Technical College students?
- iii. What is the level of willingness of tradesmen to teach their trades (practical skills) to Technical College students?
- iv. What is the level of the willingness of tradesmen to participate in short term training courses to enable them teach their trades more effectively to the students?
- v. What is the perception of principals of Technical Colleges and officials of Science and Technical Schools Board (STSB) on incorporating tradesmen to teach their trades (practical skills) to Technical College students?

Methodology

A descriptive survey design was used for the study. Population of the study was 1,262 respondents comprising 40 tradesmen; 12 officials of Science and Technical Schools Board (STSB), 10 principals and 1,200 Senior Technical One (ST 1) students in the ten (10) selected Technical Colleges from five States in the North Central Nigeria. The States involved are: Nassarawa, Niger, Kogi, Kwara and FCT-Abuja. Sample of the study was 462 respondents comprising of the 40 tradesmen, 12 officials of STSB, 10 principals and 400 ST 1 students. The instruments for data collection were Feasibility Rating Scale (FRS), Willingness Inventory for Teaching Trades (WITT), Willingness Inventory for Short Term Training (WISTT) and Perception Inventory on Incorporating Tradesmen (PIIT). The instruments were validated by three experts. The reliability co-efficient of 0.80, 0.83, 0.81,

and 0.82 were obtained for FRS, WITT, WISTT, and PIIT respectively using Cronbach Alpha Reliability Index. The research questions were answered using mean ($\bar{x}$) and standard deviation (S.D).

Results

Table 1: Feasibility Rating of incorporating Tradesmen to Teach their Trades (FRS)

S/N	Respondents	Items	N.	Mean (X)	Standard Deviation (SD)	Remark
1.	Tradesmen	i. Expressing your mind will you agree to teach your trade (practical skills) to technical college students in your community	40	3.9	0.5	Agree
		ii. Involvement of tradesmen to teach their works/trades (practical) to technical college students is possible in your community.	40	3.7	0.6	Agree
2.	Students	iii. Bringing in tradesmen to teach skills of their trades will benefit technical college students especially in practical skills.	1200	3.9	0.4	Agree
		iv. Tradesmen should be involved to teach (practical skills) of their trades in various subjects taught to technical college students	1,200	3.5	0.5	Agree
3.	Principal	v. Considering the importance of practical especially in skilled based courses. Tradesmen should be involved to teach practical skills of their trades on the courses taught in technical colleges.	10	4.0	0.3	Agree
		vi. Incorporating tradesmen to teach their trades (practical skills) to technical college students is feasible (possible) and therefore can be adopted in the technical colleges.	10	3.6	0.5	Agree
4.	Officials of STSB	vii. Considering the importance of practical especially in skilled based courses. Tradesmen should be involved to teach practical skills of their trades on the courses taught in technical colleges	12	3.8	0.5	Agree
		viii. Incorporating tradesmen to teach their trades (practical skills) to technical college students is feasible (possible) and therefore can be adopted in the technical colleges.	12	3.5	0.6	Agree

Feasibility Rating

On assessing the feasibility of incorporating Tradesmen to teach their trades, the instrument was administered to all categories of respondent. The findings revealed that all groups of respondents unanimously agreed that it is feasible (possible) to involve tradesmen to teach their trades (practical skills) to Technical College Students. Table 1. Items (i) & (ii) showed that Tradesmen had mean ($\bar{X}$) of 3.9 and 3.7 respectively and standard deviation (SD) of 0.5 and 0.6 respectively. This implied the respondents agreed to be involved in teaching skills of their trades to the Technical College Students.

The technical college students items (iii) and (iv) had the means ($\bar{X}$) of 3.9 and 3.5 respectively and standard deviation (SD) of 0.4 and 0.5 respectively meaning that the

respondents agreed with the involvement of tradesmen to teach them practical skills of their trades.

Furthermore, principals of technical colleges items (v) and (vi) on the feasibility of incorporating the tradesmen to teach their trades had the mean ($\bar{X}$) of 4.0 and 3.6 respectively and standard deviation (SD) of 0.3 and 0.5 respectively, this implies that the respondents have strongly agreed with the proposal that is it highly feasible to involve the tradesmen in the technical colleges as proposed in the study. Similarly, officials of Science & Technical Schools Board (STSB) items (vii) and (viii) had the mean ($\bar{X}$) of 3.8 and 3.5 respectively and standard deviation (SD) of 0.5 and 0.6 respectively and standard deviation (SD) of 0.5 and 0.6 respectively. This indicates that the respondents have strongly agreed that it is highly feasibly to incorporate the tradesmen to teach practical skills of their trade to the technical college students.

Table 2: Willingness Inventory for Teaching Trades and participating in short term Training (WITT&WISTT)

S/N	ITEMS	N	Mean ($\bar{X}$)	StdDvin (SD)	REMARK
1	Expressing your mind will you agree to teach your trade (practical skills) to technical college students in your community.	40	3.9	0.5	Agree
2	Involvement of tradesmen to teach their works/trades (practical) to technical students is possible in your community.	40	3.7	0.6	Agree
3	Involvement of tradesmen to tech their trades (practical skills) to technical college students is not possible in your community.	40	2.1	0.8	Disagree
4	As a tradesman teaching practical skills of his work to technical college students he will be interested and willing to go for short term training course (s).	40	3.8	0.4	Agree
5	As a tradesman teaching practical of his work to technical college students will not be interested nor willing to attend short term training course (s)	40	1.7	0.5	Disagree
6	Teaching practical to the students will enable the tradesmen acquire more experience in practical skills of their works trades.	40	3.5	0.6	Agree
7	Teaching practical to the students will not enable tradesmen acquire skills of their works or trades	40	1.9	0.3	Disagree
	Average		2.86	0.55	Agree

The survey of Tradesmen, conducted with a sample size of 40 respondents, explored the involvement of tradesmen in teaching practical skills. On average, respondents expressed agreement with the importance of technical education as a foundation for technological and

socio-economic development (Mean: 2.6) and as a gateway to self-employment (Mean: 3.6). They also disagreed with the notion that technical education does not provide self-employment (Mean: 1.8).

The respondents strongly agreed that tradesmen would be interested in teaching practical skills to technical college students (Mean: 3.9) and believed that it is possible for tradesmen to teach these skills in their community (Mean: 3.7). Conversely, respondents disagreed with the idea that such involvement of tradesmen is not possible (Mean: 2.1).

Respondents also strongly agreed that tradesmen teaching practical skills would be interested and willing to go for short-term training courses (Mean: 3.8) and that teaching practical skills to students would enable tradesmen to acquire more experience (Mean: 3.5). They disagreed with the statement that teaching practical skills to students would not enable tradesmen to acquire skills (Mean: 1.9).

The overall average mean for all items was 2.86, indicating a general tendency towards agreement across the survey by the Tradesmen. The average standard deviation for all items was 0.55, suggesting some variability in the degree of agreement or disagreement. In summary, the survey findings provide insights into the attitudes and perceptions of respondents regarding technical education, the role of tradesmen in teaching, and the potential benefits of practical skills education.

Table 3: Students' perception Inventory on Incorporating Tradesmen (PIIT)

S/N	ITEMS	N	Mean ($\bar{X}$)	StdDvin (SD)	REMARK
1	Bringing tradesmen to teach skills of their trade will benefit technical college students especially in practical skills.	1200	3.9	0.4	Agree
2	Tradesmen teaching practicals of their trades will have little benefits on the practical skills taught to the students.	1200	3.7	0.5	Agree
3	Under the tradesmen technical college students will learn/acquire much practical skills on the courses taught in the colleges.	1200	2.6	0.7	Agree
4	Under the tradesmen technical college students will learn/acquire little practical skills for the courses taught in the colleges.	1200	3.8	0.4	Disagree
5	Tradesmen should be involved to teach (practical skills) of their trades in various subjects taught to technical college students.	1200	3.5	0.5	Agree
6	Tradesmen should not be involved to teach (practical skills) of their trades on various courses taught to technical college students.	1200	2.7	0.6	Disagree
7	As technical college student I am interested and willing to learn practical skills under the tradesmen.	1200	3.9	0.3	Agree
8	As technical college students I never have interest nor willing to learn practical skills under the tradesmen.	1200	1.4	0.6	Disagree
	Average		3.04	0.53	Agree

The surveyon Technical College Students, conducted with a larger sample size of 1200 respondents, revealed various aspects of technical education on the involvement of tradesmen in teaching practical skills.

Revealed that respondents strongly agreed that bringing tradesmen to teach skills of their trade would benefit technical college students, especially in practical skills (Mean: 3.9). They also believed that tradesmen teaching practical skills of their trades would have benefits for the practical skills of the students (Mean: 3.7).

However, there was a divergence in opinions regarding the level of practical skills acquired under the tradesmen's guidance. Respondents expressed a stronger agreement that under the tradesmen, technical college students would learn and acquire much practical skills on the courses taught in the colleges (Mean: 2.6). Conversely, they still agreed but to a lesser extent that students would acquire little practical skills under the tradesmen (Mean: 3.8).

The majority of respondents also agreed that tradesmen should be involved in teaching practical skills of their trades in various subjects taught to technical college students (Mean: 3.5). However, there was some disagreement regarding whether tradesmen should be involved in teaching practical skills on various courses (Mean: 2.7).

Regarding students' interest and willingness, respondents strongly agreed that as technical college students, they are interested and willing to learn practical skills under the tradesmen (Mean: 3.9). Conversely, there was strong disagreement with the idea that students have no interest or willingness to learn practical skills under the tradesmen (Mean: 1.4).

The overall average mean for all items was 3.04, indicating a general tendency towards agreement across the survey. The average standard deviation for all items was 0.53, suggesting some variability in the degree of agreement or disagreement. In summary, the survey findings from the students provide insights into the attitudes and perceptions of respondents regarding technical education, the role of tradesmen in teaching, and the potential benefits of practical skills education in a larger sample context.

Table 4: Principals' perception Inventory on Incorporating Tradesmen (PIIT)

S/N	ITEMS	N	Mean ($\bar{X}$)	Standard Deviation (SD)	REMARK
1	Considering the importance of practicals. Especially in skilled based courses. Tradesmen should be involved to teach / practical skills of their trades on the courses taught in technical colleges.	10	4.0	0.3	Agree
2	Importance of practical skills on courses does not matter; therefore tradesmen should not be involved to teach skills of their trades in the courses taught in technical colleges.	10	1.5	0.7	Disagree
3	Involvement of tradesmen to teach skills of their trades is capable of reducing youths' unemployment as products of technical colleges will be skillful in the subjects' studied at school to be self-employed.	10	2.8	0.8	Agree
4	Involvement of the tradesmen to teach their trades will have little or no positive impact on youths' unemployment.	10	1.7	0.4	Disagree
5	Incorporating tradesmen to teach their trades (practical skills) to technical college students is feasible (possible) and therefore can be adopted in the technical colleges.	10	3.6	0.5	Agree

Incorporation of Private Tradesmen to Teach Their Trades in Technical Colleges to Improve Synergy between Informal and Formal Education in Technical Education in North Central Nigeria

6	Incorporating tradesmen to teach their trades (practical skills) to the students is not feasible and hence should not be adopted in technical colleges	10	1.5	0.6	Disagree
7	Strengthening technical education is a way towards technological and socio-economic development of the nation.	10	4.0	0.2	Agree
	Average		2.69	0.55	Agree

The survey on Principals (Technical College), conducted with a smaller sample size of 10 respondents, focused on the involvement of tradesmen in teaching practical skills.

The Respondents strongly agreed that tradesmen should be involved in teaching practical skills of their trades on the courses taught in technical colleges, considering the importance of practicals, especially in the skilled-based courses (Mean: 4.0). They also believed that the involvement of tradesmen in teaching skills is capable of reducing youth unemployment, making technical college graduates skillful and self-employed (Mean: 2.8).

However, there was strong disagreement regarding the importance of practical skills, and respondents disagreed with the idea that tradesmen should not be involved in teaching skills of their trades (Mean: 1.5).

Incorporating tradesmen to teach practical skills to technical college students was seen as feasible and, therefore, can be implemented in technical colleges (Mean: 3.6). On the contrary, there was disagreement with the notion that it is not feasible and should not be adopted in technical colleges (Mean: 1.5).

The majority of Principals strongly agreed that strengthening technical education is a way towards technological and socio-economic development of the nation (Mean: 4.0).

The overall average mean for all items was 2.69, indicating agreement generally across the survey. The average standard deviation for all items was 0.55, suggesting some variability in the degree of agreement or disagreement. In summary, the survey findings provide insights into the attitudes and perceptions of a smaller sample of respondents regarding technical education, the role of tradesmen in teaching, and the potential benefits of practical skills education.

Table 5: Officials of STSB perception Inventory on Incorporating Tradesmen (PIIT)

S/N	ITEMS	N	Mean ($\bar{X}$)	StdDvin (SD)	REMARK
1	Considering the importance of practicals. Especially in skilled based courses. Tradesmen should be involved to teach / practical skills of their trades on the courses taught in technical colleges.	12	3.8	0.5	Agree
2	Importance of practical skills on courses does not matter therefore tradesmen should not be involved to teach skills of their trades in the courses taught in technical colleges.	12	1.4	0.6	Disagree
3	Involvement of tradesmen to teach skills of their trades is capable of reducing youths' unemployment as products of technical colleges will be skillful in the subjects' studies at school to be self-employed.	12	2.9	0.7	Agree

4	Involvement of the tradesmen to teach their trades will have little or no positive impact on youths' unemployment.	12	1.7	0.5	Disagree
5	Incorporating tradesmen to teach their trades (practical skills) to technical college students is feasible (possible) and therefore can be adopted in the technical colleges.	12	3.5	0.6	Agree
6	Incorporating tradesmen to teach their trades (practical skills) to the students is not feasible and hence should not be adopted in technical colleges	12	1.8	0.7	Disagree
7	Strengthening technical education is a way towards technological and socio-economic development of the nation.	12	3.9	0.4	Agree
Average			2.74	0.61	Agree

The survey on officials of STSB, conducted with a sample size of 12 respondents, delved into the role of tradesmen in teaching practical skills of their trades.

The Respondents strongly agreed that, considering the importance of practicals, especially in the skilled-based courses, tradesmen should be involved in teaching practical skills on the courses taught in technical colleges (Mean: 3.8). They also believed that the involvement of tradesmen in teaching skills is capable of reducing youth unemployment, making technical college graduates skillful and self-employed (Mean: 2.9).

Conversely, there was strong disagreement regarding the importance of practical skills, and respondents disagreed with the idea that tradesmen should not be involved in teaching skills of their trades (Mean: 1.4).

Incorporating tradesmen to teach practical skills to technical college students was seen as feasible and, therefore, can be adopted in technical colleges (Mean: 3.5). However, there was disagreement with the notion that it is not feasible and should not be adopted in technical colleges (Mean: 1.8).

The majority of officials of STSB strongly agreed that strengthening technical education is a way towards technological and socio-economic development of the nation (Mean: 3.9).

The overall average mean for all items was 2.74, indicating a general tendency towards agreement across the survey. The average standard deviation for all items was 0.61, suggesting some variability in the degree of agreement or disagreement. In summary, the survey findings provide insights into the attitudes and perceptions of a sample of 12 respondents regarding technical education, the role of tradesmen in teaching, and the potential benefits of practical skills education.

Findings

1. It is highly feasible to incorporate the tradesmen to teach practical skills of their trades to the Technical College Students.
2. Tradesmen are willing to teach the skills of their trades to the students.
3. The students on the other hand have positive perception towards incorporating tradesmen to teach them their trades.
4. Tradesmen are willing to participate in short term training courses to enable them teach their trades more effectively.
5. The principals and officials of STSB are emphatically supporting the incorporation of tradesmen to teach their trades (practical skills) to Technical College Students.

Discussion of Findings

Feasibility of incorporating Tradesmen to teach practical skills of their trades.

The result shows that it is highly feasible (possible) to incorporate tradesmen to teach practical skills of their trades to Technical College Students.

The findings revealed that all groups of the respondents unanimously agreed that tradesmen should teach practical skills of their trades to the students.

Since the study revealed unanimous agreement among all categories of respondents who are diversely spread over different locations within the geographical area of study. It implies that it is feasible to incorporate the tradesmen to teach the practical skills of their trade to Technical College Students (Victor, 2010; Nzube, 2018 and Ibrahim, 2018). Ugochukwuet'al (2019) supporting the scheme as a way forward on the acute shortage of Teachers in Technical Education.

Tradesmen are interested/willing to teach the skills of their trades to the students

The findings of the study revealed that the tradesmen generally responded positively towards a scheme of incorporating them to teach skills of their trade to technical college students. The tradesmen expressed admiration and recognition involving them to teach their trades to the students and therefore are ready to put in the best of their abilities for the development of their communities.

This will strengthen the synergy and harmonious relationships between the groups of tradesmen and members of school communities where the technical colleges are located, that is a promotion of school community inter-relationship for further development. The respondents are highly willing and interested in the proposed scheme because, to them it is an opportunity to exhibit their talents and skills where they can inculcate those skills & talent to the youths or younger generation in their communities. Supporting this fact Anwuka (2017) and Muhammad (2022) asserted that youths must be empowered with Technical and Vocational skills because nations development is greatly linked to the technical competencies of its citizens. This facilitates/promotes societal development.

Students' positive perception towards incorporating tradesmen to teach them their trades:

The result shows that the students of Technical College generally have positive perception towards incorporate tradesmen to teach them their trades, because the students are generally interested and willing to learn the practical skills under the tradesmen, they admire the idea considering the fact that they will learn more practical skills under the tradesmen who are considered to be highly skilled and more practically oriented in their various trades. Some students expressed that nowadays, Nigeria requires a shift/transformation from theoretical & paper orientation to practical & skills orientation for self employment and industrial work" buttressing on this fact Ibrahim (2019); Tochukwu&et'al (2020); Muhammad 2022 discovered that Technical Education is a gateway to self-employment and thus youths need to be empowerment with it

The principals and officials of STSB supporting the incorporation of Tradesmen to teach their trades

The result of the study shows that principals and officials of Science & Technical Schools Board (STSB) emphatically support the proposed scheme of incorporating tradesmen to teach practical skills of their trades to Technical College Students, because the respondents

considered it as a way forward to address the problem of acute shortage of teachers in Technical Education. However, this findings is in support of the findings of Victor (2010) & NZube, (2018), Christopher, and Ukoha, Valentine and Vincent (2020) who emphasized on Technical Education as fool to address manpower shortage and foundation for technological and socio-economic development of our dear Nation Nigeria. Some principals proposed that adoption of the scheme will correct problems of No-practical lesson in some Technical Collages, negative attitude of some teachers towards practical lessons and non exposure of students to workshops.

Conclusion

The study concluded that it is feasible (possible) to incorporate Tradesmen to teach practical skills of their trade to technical college students in the North Central Nigeria. Therefore, the scheme is advocated for implementation in the technical colleges in the North Central States in Nigeria. Furthermore, adoption of the scheme in the Technical Colleges will promote synergy and harmonious inter-school community relationship in the areas where such schools are located. Socio-economic and Youth unemployment problems can be minimized drastically through the scheme.

Recommendations

1. The scheme of incorporating Tradesmen for teaching practical skills of their trades should be implemented in the Technical Colleges in the North Central States in Nigeria to ascertain its success or otherwise.
2. Terms of reference can be drawn to guide the implementation process.
3. Eventually, the scheme can be extended to other states across Nigeria when it is successful in the North Central States.
4. Technical education should not be neglected nor relegated to back ground because it is a background for functional education.

References

- Anwuka, A. (2017). A keynote address: National conference: The role of technical and education in the industrialization of Nigeria held 13th October, 2017 Abuja – Nigeria.
- Baba, M. (2022). Education and youth empowerment as instruments for sustainable community development in Nigeria: The Teacher. *Minna Journal of Educational Issues. A Multidisciplinary Approach*, 2(1), 12 – 24.
- Christopher, N.O. & Ukoha, A.U. (2020). Achieving industrial development through technical vocational education and training. *Annals of Technology Education Practitioners Association of Nigerian (ATEPAN)*, 3(2), 106-112.
- Daily Trust (2017). 16th October, 2017.
- Federal Republic of Nigeria, FRN.(2004). National Policy of Education (4thed).

- Federal Republic of Nigeria, FRN. (2013). National Policy of Education – Revised Edition. NERDC Press.
- Ibrahim, A.Y. (2019). Effect of blended learning on students' achievement in senior secondary Geography in Niger State, Nigeria. *E-Academia Journal*, 8(1), 152-164.
- Ibrahim, A.Y. (2018):Rejuvenating Admission process for functional senior secondary Education in Nigeria: Academic Journal of Research and Development (AJORAD) Regular Edition. 10(1), 112-123.
- Muhammad, B. (2022). Education and youth empowerment as instruments for sustainable community development in Nigeria: The teacher. *Minna Journal of Educational Issues. A Multidisciplinary Approach*, 2(1) 12-22.
- Nzube, C.M. (2018). Challenges of technical and vocational education in Nigeria. www.academia.edu
- Punch (2017). 13th October, 2017.
- Tochukwu, C.C., Ibrahim, Y.A. &Tochi, E.I. (2020).Implementing entrepreneurship education in secondary schools in Anaocha Local Government Area, Anambra State-Nigeria. *International Journal of Studies in Education*, 16(1), 200-209.
- Ugochukwu, C.O., Paul, A.I. & Elisha, N. (2019).Improving graduate outcomes for technical colleges in Nigeria. *Australian Journal of Career Development*, 19(1).
- UNESCO.(2018). Skills for work and life.Retrieved on 19/6/2019. Accessed 18/10/2023.
- Valentine, S.D. & Vincent, C.A. (2020). Mechanisms for funding technical vocational education and training (TVET) for economic development. *Annals of Technology Education Practitioners Association of Nigeria (ATEPAN)*, 3(21), 113-121.
- Vesela, M. (2018).Synergy between formal and non-formal learning approach in teaching. www.academia.edu Retrieved 30th November, 2023.
- Victor, U. (2010). Technical education and its challenges in Nigeria in 21st century. www.researchgate.net