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Technical and Vocational Education and Training (TVET) Programmes for Youth Enterprise Development in Nigeria

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Abstract: A motivating reason behind this paper on "Technical Vocational Education and Training (TVET) for Youth Enterprise Development in Nigeria" is the high prevalence of unemployment in our society. In order to develop, encourage, and reinforce marketable entrepreneurial qualities in all facets of educational programs, the research was prompted to examine the demand for practical technical and vocational education and training. It will be simpler for graduates of various educational programs to acquire the essential abilities, information, attitudes, courage, confidence, and readiness as a result. These skills will enable people to become self-sufficient, employable, and entrepreneurs, which would abolish unemployment in Nigeria. Therefore, the paper considered terms such as technical and vocational education and training in entrepreneurship development. Conclusion and recommendations were also made.

Keywords: TVET, Nigeria, Enterprise, Vocational, Education.

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INTRODUCTION

Education has long been seen as a driving force behind social and economic progress. One's functional and analytical abilities improve as a result of education, which also boosts one's access to the labor market and to sources of revenue for both individuals and communities. Victor-Igue (2015) asserts that the best gift a nation can give its citizens is education. So, effective education should go beyond only being able to read and write. The goal of functional education should be the acquisition of relevant knowledge, information, skills, attitudes, aptitudes, etc. It must include "doing" and "applying," or it must impart technical information to the pupils. A more educated labor force is essential if we are to meet the demands of rapid expansion in terms of labor supply. Education boosts productivity while also increasing democratic participation and improves living conditions for both individuals and society as a whole.

Poor education is one factor that contributes to the underutilization of human resources, which is perhaps the largest problem to the underdevelopment of the country. Human resources are the most vital element of progress. Without the human element, all other resources, including cash, land, and the environment, are meaningless. Yet human resources can only effectively harness nature if functional education gives them the skills and knowledge needed. Technical education and vocational training serve this goal. Policy objectives must be made explicit if technical education and training are to be effective in developing skills. These objectives themselves require rules and strategies that are effective for accomplishing them. The government has set these

objectives and developed plans and strategies to achieve them.

Nigeria has experienced significant difficulty in providing employment opportunities for its labor force due to a lack of functional education. The lack of institutional and financial frameworks to support self-employment for those with the necessary skills to enter the formal sector, combined with the formal sector's inability to accommodate the nation's rapidly expanding labor force and the inability to create employment opportunities, have made the situation worse. Most businesses that formerly recruited school dropouts and those with technical or vocational degrees have either cut back on hiring or shut down. The development of new industries has had little to no effect on the availability of employment opportunities.

The numerous organizations that provide technical education and vocational training as well as government agencies that aid in job creation, such as the National Directorate of Employment (NDE), the Small and Medium Enterprise Development Agency of Nigeria (SMEDAN), the Poverty Alleviation Programme (PAP), and others, do not have the capacity or resources to adequately equip the unemployed with the skills they need to enter the productive sector. The unemployment rate is continuously increasing despite the establishment of these groups.

This study is focused on the topic of the large number of teenagers who leave the school system each year without having the opportunity to learn skills for a meaningful life. Likewise, the employment sector has

found the quality of trained labor or that is easily accessible for the many tasks in the industries that require vocational skills to be more than sufficient. This problem has gotten worse due to the absence of resources in organizations that offer vocational training to support high-level training and meet the demands of the employment market.

The economic slump has altered the composition of the labor market. This transformation requires that the focus of technological development, as well as the focus of technical education and vocational training, change. The informal sector already employs more than 70% of the active labor force, a number that is rising, while employment growth in the official sector has slowed and is likely to continue in the coming years. TVET must be developed in a way that supports, stimulates, and promotes young people's employment in the workforce and tackles socioeconomic concerns and resource-dependent opportunities.

The number of unemployed graduates in Nigeria suggests, according to Victor-Igwe (2015), that the bulk of them lack the requisite entrepreneurial, marketable, and employable skills. This makes it easier to see why the nation has remained economically reliant. This is because most of today's economic giants started by giving their citizens the right education, one that would enable them to employ both their hands and minds. The term "vocational education" is frequently used to describe the type of education that imparts to its pupils particular kinds of thinking abilities.

The article places emphasis on the necessity of making sufficient resources and qualified teachers/trainers accessible in order to accomplish the objectives of national policy on technical education and vocational training at every institution. By connecting technical education and vocational training to the demands of the present job market, this improves both of those programs. To be able to incorporate entrepreneurship development, which will cover all forms of technical education and career training at various levels of our educational system, including nursing, agriculture, community development, and engineering. To also learn how training is conducted at all levels in both the formal and informal sector.

VOCATIONAL AND TECHNICAL EDUCATION

Because it develops skilled workers, increases industrial productivity, and promotes general standards of life, vocational and technical education is crucial to the development of the country's human resources. Technical education and vocational training are phrases that are occasionally used interchangeably. TE, however, refers to postsecondary study programs and practical training that equip technicians to work as supervisory personnel. Technical education and vocational training

are phrases that are occasionally used interchangeably. TE, however, refers to postsecondary study programs and practical training that equip technicians to work as supervisory personnel. The term "VT" refers to lower level education and training that does not enhance career prospects for the population of skilled or semi-skilled workers in a number of trades.

The majority of young people (youths) in Nigeria are now underemployed or jobless. The unemployment rate for young individuals is two to three times higher than for older persons. Society as a whole is burdened by a generation without the possibility of a stable profession. Poor early employment prospects for a young individual may hurt their long-term career prospects. Hence, government expenditures on education and training will be for nothing if young people are unable to secure gainful employment that enables them to pay taxes and support public services. Thus, the government and other stakeholders must consider ways to improve young employment at all levels in order to break the cycle of poverty and social injustice.

According to Vijay (2008), knowledge and skills are the major drivers of social and economic advancement in any country. Nations with higher and better levels of knowledge and skill are better able to address the challenges and opportunities of globalization more swiftly and effectively. Nigeria must make a concerted effort to transition to a knowledge-based economy, and the country's ability to develop, disseminate, and hire knowledge workers who are more adaptable, flexible, and analytical will determine its competitive edge. The managerial, operational, behavioral, interpersonal, and cross-functional skill sets necessary for the emerging knowledge economy will be included. The conversion of developing employees into knowledge workers can only be made possible by practical and realistic technical education and training.

Getting pupils ready for employment in respectable fields is the goal of vocational and technical education, according to Yusuf (2006). Students who get this type of education are given the skills, knowledge, and attitudes necessary for successful employment. According to Odogwu, vocational education is a type of education that emphasizes being ready for and participating in a career that has value for society (2005). Contrary to general education, vocational education emphasizes skills and fosters the development of the body as well as the intellect (Oranu, 2009).

Further defining vocational education as the part of education that encourages the acquisition of both practical skills and scientific knowledge pertinent to the job is the Federal Republic of Nigeria (2004). Vocational and technical education is a type of educational training that has been meticulously and technically planned to accommodate both the trainer and the trainee while also allowing the trainee to acquire the fundamental skills,

knowledge, and attitudes required for one to successfully perform in his or her chosen occupational carrier for self-reliance and national development. This type of education was not given enough priority in early Nigerian schooling. In his 2006 book, Jacob lamented the early Nigerian educational system's neglect of technical and vocational education that might have helped individuals improve the necessary skills, confidence, and knowledge.

He comes to the conclusion that this dynamic is to blame for the current, widespread youth unemployment. This disrespect in no way means that the government did not make an attempt to promote skill development and training during those early years. On the other hand, according to Nworise (2006); & Osam (2013), efforts to include vocational and technical education into the educational system started as early as 1847, after a Privy Council recommendation to the colonial administration. The committee recommended among other things that Nigerian schools should:

- Provide a means of improving on the conditions of the peasantry by teaching them how health may be preserved by proper diet, cleanliness, ventilation and clothing.
- Give practical training in household economy and in the cultivation of the cottage garden as well as those common hand crafts by which a laborer may improve his domestic comfort.
- Provide an improved agriculture to replace the system of exhausting the virgin soil and living to natural influence alone the work of reparation.

Metal smelting, weaving (cloth and mat), dyeing, pottery, leather work, bead making, wood carving and canoe carving, artistry, agricultural operations, singing, dancing, music, hair styling, tattoo or body art, and hunting were all included in the traditional period's vocational programs. The expanded contemporary vocational curriculum now covers furniture construction, shoemaking, banking, and carpentry and joinery. Dressmaking, signwriting, photography, metalworking, hairstyling, manufacturing of fashion designs, servicing of electronics, advanced agriculture, home economics, mechanical engineering, construction, and secretarial and accounting jobs. Vocational and technical education is what it is known as nowadays to support the use of science and technology in the instruction of the majority of modern trades and crafts (FRN, 2004). The objectives of technical and vocational education in Nigeria today are such that if adequately implemented, will bring about the revolution of technological development in Nigeria thereby having a significant and positive impact on the national economy.

These objectives also encompass imparting technical knowledge and vocational skills, training human resources, particularly at professional levels, and fostering the development of craftsmen, technicians, and

other skilled employees (FRN, 2004). Even still, none of these things will be feasible without a few elements that help create environments that are conducive to teaching and learning. These components include the proper quantity and caliber of teachers, cutting-edge machinery in the workshops and labs, and an adequate supply of tools and other supplies. According to Omekwe (2009), adequate material and human resources must be made available to the schools in order for any educational program to be executed successfully. In particular, sufficient numbers of qualified educators with various specialties (science, language, technology, etc.) must be found and appointed to the schools as needed. Also, non-academic personnel must be present in proportionately sufficient numbers to support academic staff in order for management to be effective.

CONCEPT OF ENTREPRENEURSHIP

Entrepreneurship is a behavior, procedure, or activity that results in a stock of capital from institutional, institutional, and social variables (Karki, 2007). What it means to be an entrepreneur is to have the capacity to take risks. According to Marshall (1999), cited in Adegbite, "entrepreneurship is connected to the management of productive resources, the introduction of technology innovation, and the provision of technical know-how" (2007). Entrepreneurship involves achieving a vision, developing and refining business concepts, and recognizing opportunities in the economy. Entrepreneurship is all about finding opportunities, taking advantage of them, and creating the circumstances necessary to accomplish a planned business goal in any situation. Hence, entrepreneurship is the process through which knowledge gained in technical and vocational training may be used in the real world.

However, Nwogu (2009), cited by Nwogu & Nwanoruo (2011), noted that Nigerian vocational technical education and training should place an emphasis on entrepreneurship awareness in order to be relevant in achieving the country's educational goal of instilling the proper work values and attitudes necessary for an individual's and Nigerian society's survival. Vocational training is utilitarianism and a plan to rearrange the value of labor, claims Enahoro (2008). In order to be trained in their respective profession and to substantially contribute to the general well-being of the country, a person must finish vocational technical education and training. Understanding when and if something works properly requires no more justification. This implies that no country or state would profit from offering its population adequate training in all areas of importance or insufficient instruction in only one area of relevance. Since that everyone has diverse degrees of aptitude, people should get equal vocational technical education and training in order to be independent in the many occupational fields. Nigeria should be set up so that people are prepared for the various opportunities or

openings that abound in the nation, in line with the painstaking process of giving adequate and effective training to individuals for maximum production, among other things.

The Role of Technical Vocational Education and Training in Entrepreneurship Development

Nations throughout the world have problems in enhancing their workforces' abilities to meet both their own goals for national development and those of a fast evolving, more internationally competitive world, according to Aishatu & Musa (2014). The availability and ownership of transferable and renewable skills and knowledge that will support and improve the spirit of self-employment and entrepreneurial development abilities of persons are essential to the success of future nations, individuals, companies, and communities. Many people, in both developed and developing nations, are aware of the critical role that technical vocational education and training plays in providing individuals with the skills, competences, and information they need to participate in the process of social, economic, and technological innovation.

The international community saw TVET as a crucial element of national development policies prior to the 1980s, but as finance and support grew more and more expensive, TVET's significance rapidly diminished. Yet, the reintroduction of TVET to the international agency has been motivated by the necessity for new skills in the twenty-first century to keep up with ICT innovations (Ani & Ani-Ofogebu, 2011). Technical and vocational education is presently driving the global technological transition. Its significance in using resources for industrial advancement and entrepreneurship cannot be emphasized.

The complexity and direction of technology now pervade every aspect of human existence. The modern architectural and construction methods used in churches and mosques demonstrate how even religious devotion these days demands superior technology. Technical and vocational education is vital in the sectors of health technology, environmental designs, weapons, and commercial businesses in addition to providing graduates for the design, building, and operation of industries. Oil, agriculture, forestry, petrochemicals, mineral and water resources, textile, iron and steel, automobile, and plastics are a few examples of these sectors (Aliyu & Dabban, 2009). Additionally, Bulus (2010) said that Nigeria adopted the 6-3-3-4 educational system in the 1980s, which provided a firmer foundation for technical education and helped the country expand its industrial potentials. Parallel to this, Fadina (1991) underlined that for people to actually contribute to economic progress, they must be educated and retrained for improved performance. This kind of training is better delivered through technical and vocational education. The connection between technical and vocational education and entrepreneurship is focused on employing

technical know-how to start a business that will improve the economy, communities, and livelihoods of individual clients. The skill of establishing a successful business enterprise that would create goods and services to suit the requirements of society was a component of technical, vocational, and entrepreneurial education.

The above factors will facilitate the role of technical and vocational education in technological, economic and entrepreneurship development. Owoade & Adeniyi (2010) summarized the roles of technical and vocational education thus:

- The availability of a large number of obedient persons who would act and think in a scientific and technical manner to generate goods and services for the general public
- Acquiring the skills and knowledge necessary to use local labor and resources for our local industries, which will promote the growth of entrepreneurship.
- The development of persons who can use creative technical activities to open up job prospects for the jobless.
- Improvement of individual competency required to develop utilities and open up markets for people and their goods and services Improvement of individual skills and capacities to adapt imported technology to local environments
- Recipient competency must grow in order to use current systems with traditional technologies.

The declared purposes of vocational and technical education make it apparent that it prepares students for their chosen careers and real-world existence in a free market economy; it also supports private enterprise and self-employment. In a nutshell, it can be said that the main objective of VTE is to create jobs. For this to happen, functional skills, machinery, and equipment, as well as electronic education for students and teachers so they can keep up with new information and keep their knowledge current, must be effectively integrated.

The aim of education, training, and development is to provide the student the skills, mindset, and information required to contribute in a helpful and beneficial way to the social development process. High VTE and entrepreneurial talents must be developed in an appropriate learning environment. An environment that provides enough resources for technological education and skill development meets the criteria for a high industrial skill development environment.

Although the policy for vocational and technical education had been carefully crafted, Abimbade (2008) noted that despite this, its implementation had been hampered by a lack of funding, poor facilities, tools, machines, and equipment, a lack of appropriate and adequate infrastructures, a lack of adequately trained staff, and societal misconceptions about VTE. According to Owoade *et al.* (2008), the VTE will never be able to achieve the required technical

advancement in terms of content and delivery until it is improved via rigorous review and cautious implementation procedures are put in place. They assert that the gap between theory and reality is widening in business as well as vocational and technical education. This revealed a discrepancy between what employers want and what schools teach about the kinds of inadequate abilities and competencies graduates should possess. This disparity contributes to the high unemployment rate in our culture today. Many of our graduates lack the skills, knowledge, and aptitudes required to perform successfully in the job as either employees or company owners who employ others. They recommended an immediate improvement in the learning environment for VTE in our schools in terms of facilities, staff conditions, instructional facilities, and learning materials in order to foster on the recipients the necessary and appropriate skills for successfully engaging in technological and economic development of the 21st century.

CONCLUSION

Due to a severe shortage of functional education via technical and vocational education and training that may stimulate entrepreneurship, Nigeria has had difficulty offering its labor population employment opportunities. Technical and vocational education and training are the only functional education that can provide the required skills and competences in science, commerce, and technology to advance and develop employment and entrepreneurial chances in the country. According to certain studies, the majority of Nigerian graduates are jobless because they lack the entrepreneurial skills or other important marketable and employable skills necessary to operate successfully and efficiently in their chosen jobs. Due to these reasons, technical and vocational education and training are the most effective ways to change the situation.

The quality of technical and vocational education and training has to be increased across the board in all educational programs to counteract the threat of a high rate of unemployment in our society since the government cannot employ all of its expanding population. Every area of the school curriculum offers opportunities for entrepreneurship and numerous types of vocational training. A concerted effort should be made to aggressively spread awareness of the numerous skills and prospective business opportunities that students have access to even before they graduate. Technical and vocational education and training may unquestionably aid Nigeria's unemployment problem if effectively implemented into various educational programs. Instead of searching for white collar jobs that are secure, it will encourage someone to consider what they can do to support themselves. Also, it will motivate someone to seek out manual and intellectual labor so they can support themselves and survive the economic downturn. Consequently, the fundamental strategy for addressing Nigeria's unemployment problem is the growth of

entrepreneurship as well as technical and vocational education and training.

Suggestions

The importance of TVET cannot be overstated since it will play a significant part in creating great businesses in Nigeria and lowering the unemployment and poverty rates there. Hence, the following are suggested:

- In order to meet the demands of the 21st century workplace, the government should examine or reorganize TVET curricula. In terms of skills and competencies required by the global economy, this will make it possible for the beneficiaries to be relevant. Moreover, the Federal Ministry of Education should make sure that the TVET curricula being utilized in schools at all levels are practice-focused.
- The government should work to instill an entrepreneurial mindset in the population by incorporating entrepreneurship into the educational system.
- Government at all level should increase funding of education in general and TVET in particular. TVET programme cannot be taught theoretically but with equipment that will be used to impart the required skills and competences in the learners.
- Government should from time-to-time organize workshops, seminars, conferences, etc. that will be used to impart the required skills and competences in form of training and re-training of TVET resource persons (teachers).

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