



Vocational and Technical Education, Importance, Challenges, And Way Forward: A Case Study of VTE Departments in Colleges of Education, Delta State, Nigeria

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ABSTRACT

The study was carried out to evaluate the roles, challenges and path forward in improving VTE. Survey methodology was utilized in carrying out the research. Sample size of 120 respondents was gathered by methods of simple random sampling techniques. Information gathered were exposed to distinct measurements: Mean, standard error of mean; frequency and percentage. The study uncovered that lack of training, infrastructure/facilities, poor compensation of teachers/ technical personnel, shortage of qualified vocational technical teachers, poor power supply amongst others hinders the effective coordination of professional and specialized training. It also determined various roles of VTE inter alia: It assists with achieving rapid economic development; the survival of individuals will ensure the survival of the nation as a country; exposes students to career awareness; It helps to solve the problems of unemployment and reduces the quantity of individuals who depend on government jobs; VTE empower youths with imperative employability aptitudes that are sustainable etc. The discoveries of the present investigation likewise revealed route forward in alleviating the various challenges of VTE among others - allocation of adequate resources to VTE; accessibility of condition of workmanship devices and equipment; preparing and retraining of instructors and so forth.

Keywords: VTE, importance, challenges, way forward

INTRODUCTION

The fast innovative changes in the 21st century possess difficulties to education and employment sectors. The new labour market requests have made numerous graduates with different certificates to be jobless. The huge pace of joblessness and the changing essence of massive rate of the economic, social, political, labour market worldwide have prompted new education reforms/policies with accentuation on professional and specialized training (VTE) outfitted towards helping that young people and adults to be self-reliant. VTE is an educational training which envelops information, abilities, capacities, basic exercises, and all other basic encounters for verifying occupations in different segments of the economy or in any event, empowering one to act naturally dependent by being a job maker (Okolocha, 2012).

The Federal Government of Nigeria [FGN] (2004), in her national education policy; and the United nations Educational Scientific and Cultural Organisation [UNESCO], (2005) opined that professional and specialized instruction is utilized as a thorough term alluding to those parts of instructive procedures including notwithstanding general instruction, the investigation of advancements and related sciences and the securing of viable abilities, attitudes, comprehension and information identifying with occupation in different sectors of economic and public activity.

Oni (2007) viewed professional and specialized training as a part of instruction that furnishes the beneficiaries with the essential information and handy aptitudes required for passage into the world of work as employees or independently employed.

Career and Technical Education [CTE], (2009) asserted that specialized training encourages the obtaining of down to earth and applied abilities similarly just as basic scientific knowledge, it is therefore a planned

programme of courses and learning encounters that starts with investigation of vocation choices, underpins essential academic and fundamental abilities, and empowers accomplishment of high academic standards, initiative, planning for industry-characterized work, and progressed and lasting training. Oluwale, Jegede, and Lamade (2013) expressed that VTE is a vehicle for the improvement of attractive and pioneering aptitudes and engine of advancement. The Nigeria National Policy of Education [NPE], (2004) stated the objectives of VTE as follows:

- a) To provides trained manpower in applied sciences, technology and commerce particularly at sub-professional levels.
- b) To give the specialized information and professional aptitudes essential for agricultural, industrial, commercial and monetary advancement.
- c) To give individuals who can apply logical information to the improvement and solution of environmental problems for the convenience of man.
- d) To give an introduction to professional studies in engineering and different advances.
- e) To give training and imparting the important aptitudes prompting the creation of experts, technicians, and other skilled personnel who will be enterprising and self-reliant.
- f) To empower our youngsters and women to have a knowledgeable comprehension of the expanding multifaceted nature of innovation.

UNESCO and ILO (2002) posits specialized and professional training to be: (a) a methods for getting ready for word related field and for viable investment in the realm of work; (b) a part of long lasting learning and a groundwork for capable citizenship and (c) an instrument for promoting environmental sound sustainable development. VTE is therefore seen as a practically illustrated and endeavored occupation or career skill instruction. As such, a variety of components fall under the VTE: Agricultural education, Business education, Home economics, Fine and applied arts, family and consumer science, Health occupation education, Marketing education, Technical education, Technology education, Trade and industrial education.

The vocational curriculum can be identified as a combination of classroom-instruction-hands-on laboratory work and on-the-job training-augmented by a functioning system of learners associations. VTE should consistently be seen against the scenery of the necessities of the general public and of the individuals, while satisfying the requirements of the economy, the capacities of people must be used without limit; meeting the internalized job needs of individuals is a crucial objective of VTE. Professional and specialized training is seen as school-to-work opportunities which underscored getting ready learners with the information, aptitudes, capacities, and data about occupations and the labour market that would assist them with making the change from school to post school work through school-based and work-based instructional segments upheld by an interfacing action's component. VTE therefore, prepare students for a productive, successful part in the workforce. Education is being urged to change the way it is preparing youth and adults to function in a worldwide economy. Training is by and large viewed as crucial for rapid economic growth and essential if we wish to increase the productivity of the poor by reducing fertility and providing individuals the abilities they expected to take an interest completely in the economy and in society (Fagerlind and Saha, 1989). Therefore, Nigeria needs to employ considerable resources in VTE so as to enhance social-economic growth and supportable advancement of the economy. Bennell (1996) averred that all nations particularly developing countries including Nigeria need adjusted advancement through the entirety of the instructive subdivision so as to gain huge ground regarding national development. Nigeria as a country requires a balanced distribution of manpower for all professions; with the goal that the tremendous assets of the populace of the youths can be outfit to contribute to economical growth by taking an interest in various professions which will engender the ideal development, social equity, respect and economic freedom.

The position of Vocational and Technical Education

Nuru (2007) affirmed that adjustments in a nation's economy is required to get ready youngsters for the employments of the future and VTE have noteworthy tasks to carry out in this procedure.

TVET is the processing plant for creation of required technologist, skilled workers and professionals to turn the nation's economy around (Malgwi & Mbah, 2012). The economic effectiveness of a nation relies

upon the aptitudes of the work power. The aptitudes and abilities of the work power; thus are reliant upon the nature of the nation's instruction and training framework. Vocational education is seen as one of the basic parts in improving economic productivity (Min, 1995). Finch (1993); Labaree (1997) asserted that based on social efficiency theory, schools ought to get ready and supply future specialists with proper information and capacities to redesign their effectiveness, and along these lines advance fiscal development.

Nevertheless, professional training has sometimes become an instrument for addressing the economic, political and monetary strength of certain nations. Rising joblessness, absence of expert workers, high dropout rates, and the changing statistic nature of the work work power have put the issue of work power instruction high on the instructive change plan (Giroux, 1991). Dike (2007) opined that VTE and employment training has been a fundamental piece of national improvement methodologies in numerous social orders in light of the effect on HR advancement, efficiency and monetary development. Lifelong vocation education will gradually improve the monetary and social advancement of both the people and the nation by making professional training a channel for abuse of HR abuse of HR (Sheieh, Wang, & Chou, 2009). Lawal (2014) opined that for any nation to progress socially, economically and technically, its citizens must be inventive and productive with a majority becoming work makers instead of employment searchers and this is feasible through VTE.

Okolocha and Bala (2018) highlighted some roles of VTE:

- Youth empowerment in the 21st. century characterized by knowledge explosion; the emphasis should be on production of self-reliant citizens. VTE should empower youths with essential employability aptitudes that ought to be supported.
- VTE ought to likewise enable the individuals socially and financially with the end goal that they will have the option to take an interest really taking shape of choice in regards to strategies influencing their lives, to make the residents and countries to act naturally dependent in the creation, appropriation and utilization of goods and services. Ogundele, Akingbade and Akinlabi (2012) asserted that adolescent strengthening is impacted through gained aptitudes.
- VTE provides individuals with fundamental abilities that will make them to be profitable business visionaries as it incites imaginative and creative thoughts; enlarged the monetary pie and increases personal freedom.
- As a channel of entrepreneurial skill acquisition, VTE assume the part of improving the economy through production and distribution of goods in different areas of specialization.

Kehinde and Adewuyi (2015) stated some importance of VTE:

- It helps to solve the problems of unemployment and reduces the quantity of individuals who depend on government jobs.
- It serves as a propelling power in people to work for the country since it invigorates mechanical and modern advancement through the creation of equipped and genuine specialists who are fit for using the plenteous characteristic and HR accessible in a nation for modern development and financial improvement.
- It assists with realizing rapid economic development; the survival of individuals will ensure the survival of the nation as a country.
- Through VTE local technology can be developed by indigenous technicians and technologists. It takes the ingenuity of the artisans, craftsmen, experts, specialists to design and fabricates tools, equipments and simple or complex machines to solve problems.
- VTE is needed in every aspects of our natural life. The problems of adolescent misconduct and crime can be reduced if the youths are given the necessary vocational training that will engage them.
- It is needed to prevent waste of human resources.

VTE consequently, most likely assume a considerable role in socio-economic growth, industrial growth, employment generation, poverty reduction, economic freedom, security, and enhancing the sustainability of the monetary aspects of the country.

Challenges of Vocational and Technical Education

VTE in Nigeria has not being able to take it rightful place in promoting socio-economic growth and sustaining economic development because it's greatly confronted with various challenges:

1. **Inadequate financing of VTE:** This has engender the turning out of half baked graduates in light of the fact that there is no finance to put up and maintained workshops, laboratories or even purchase modern equipments (Aghenta, 1985). Okorie (2001); Okeke and Eze (2010) stated that inadequate finance is a realistic and practical factor limiting the implementation of VTE sector is holistically on science education. Staffing of VTE is generally inadequate, because of poor financing experience and dexterous educators may not be utilized. Those that are engaged, in light of poor remunerations don't remain long in the educating profession, however draft to some other increasingly rewarding employments particularly in the industries and abroad. Consequently, unpracticed and unfit specialized instructors are utilized accordingly bringing down the scholastic standard, ensuing wastage in the accomplishment of specialized training objectives (Agbionu, 2003). Langlo and Lillis (1988) say that professional and useful instructive frameworks have strangely diverse costly prerequisites, (for example, equipments, materials, assets, educational programme, support system, personnel, management requirements, etc. Aina (2009) averted that if education in general has fared poorly in funding, VTE has fared worst in Nigeria
2. **Inadequate facilities:** Ojimba (2012) stated that most VTE department in Nigeria tertiary institutions don't have research facilities or workshops space, not to mention useable hardware and where they exist, they are exceptionally insufficient, and vast majority of the equipments are already outdated or grounded. Oryem-Origa (2005) opined that only 40% of the institutions of higher education in Nigeria have research facilities or workshops space for specialized instruction programmes. The remaining 60% do not have laboratories or workshops space and this has come about to the low nature of innovation programmes in our higher institutions. He also observed gross inadequacy of laboratory equipment and supplies.
3. **Poor public perception of VTE:** Amour (2010) revealed that based on the wrong perception on VTE and the fact that parents want their children to be prestigious, they discourage them from taking up careers in this field. Salau (1998) specifically pointed out that people are of the notion that it aims at preparing youths for low status jobs and it is a dumping ground for the less able students (dropout, unintelligent and under achievers).
4. **The value system:** In Nigeria today too much emphasis is placed on university qualification i.e. paper qualification not minding whether the individual possesses the requisite knowledge and skill. In the public service, graduate of technical education are often discriminated against and their career prospect limited. For this reason, secondary school leavers and parents prefer university education to VTE (Nworlu-Elechi, 2013).
5. **Shortage of VTE Teachers:** The teacher's salary and service benefits paid to VTE instructors in Nigeria are about the most minimal in the world (Ojimba, 2012). This leads them to relocate to other sector or other countries for better pay. Igweh and Ariba (2010) reported that the shortage depend on the way that only a handful of institutions train VTE teachers in Nigeria.
6. **Curriculum:** Aina (2009) averted that the curriculum in schools is outdated, not functional to produce graduates with employable skills. The educational plan of a subject with down to earth content is commonly composed into a normal of 67% for the hypothetical classes and 33% for workshop. Olunloyo (2012) noticed that one of the issues going up against the plan of proper educational programme for VTE is preparing learners for the move from the Fordist to Information communication and Technology (ICT) worldview in innovation practices.

James (2012); Emmanuel (2009); and Ojimba (2012) stated amongst others some challenges of VTE in Nigeria:

1. Poor power supply
2. Corruption
3. Dearth of institutions and manpower
4. Lack of continuation of education
5. Lack of indigenous textbooks and practical equipment
6. Deregulation of Nigeria economy
7. Poor financing and implementation of VTE programmes
8. Insufficient students Industrial Work Experience Scheme (SIWES)
9. Academically weak entrants
10. Staff training and retention
11. Brain drain
12. The apathy of political office holder and law maker and so forth.

Way forward in mitigating the challenges VTE

1. Involvement of professional in VTE policy decisions: Ibeneme (2007) averred that many administrators of VTE programmes at strategy making level are not vocational trained persons and thus do not seem to understand the necessities of the programme regarding fund distribution. Government must ensure that professionals are involved in policy making decisions, planning and implementation for VTE programmes to be successful.
2. Availability of state of art tools and equipment: UNESCO (2002) stated that the provision and training of students with modern instruments and facilities would improve the nature of TVET programs just as change the instructive area innovatively. Literature has uncovered that our workshops and laboratories endure deficiency of facilities offices as well as loaded with out of date and dysfunctional equipment. Therefore, adequate and functional facilities such as well equipped laboratories, workshops, classrooms, tools and equipment, etc. should be made accessible for successful instructing and educating to take place.
3. Preparing and retraining of teachers: Training and retraining of educators of VTE instructors in different part of long lasting learning is very basic in continuing a practical VTE. Wanacott (2011) VTE teachers should refresh their word related ICT abilities through workshops, seminars, conferences, summer works, business association, organizing with different educators, and so forth. UNESCO (2002) opined that the increasing changes in socio-economic and mechanical advances request a dire reaction which makes it basic that TVET instructors be urged to embrace some in administration preparing in the areas of innovations and business enterprise. UNESCO (2001) changed proposal for specialized and professional training states that the deep rooted learning ought to include:
 - i. Continuous survey and refreshing of information, abilities and aptitudes;
 - ii. Continuous refreshing of specific expert aptitudes and information;
 - iii. Periodic work experience in relevant occupational sector.
4. Provision and effective utilization of funds: Bamiro (2012) as cited in Ogbuanya & Izuoba, (2015) asserted that literature has demonstrated that insufficiency and misappropriation of funds has been a serious challenge to Nigeria educational sector. Bamiro (2012) cited in Akinseinde (2014) confirmed that Tertiary Education Trust Fund (TETFUND) is the significant wellspring of financing public tertiary institutions in Nigeria, while blaming lacking of finance for execution of projects on inconsistency and impassive demeanor of the government and its agencies. Therefore government at all levels should be urged to allocate the recommended 26% of their budgets to education and religiously monitor and supervised the implementation. Out of this percentage a considerable percentage should be allocated to VTE to enhance functional and productive VTE for sustainable economic development.
5. Curriculum of VTE: should be reviewed to address the issues of the people and the society so as to enhance socio-economic advancement of the nation. Rufai (2012) referred to Ogbuanya &

Izuoba, (2015) asserts that learner's creative ingenuity can only be enhanced and maximized if greater emphases are placed on competence related activities. Restructuring the curriculum by giving preference to creative practical projects (that is assigning more credit load to creative works), sponsoring their production and exhibitions as well as gratification of the students with outstanding performances in cognate fields of study will create room for competitiveness and enhance functionality of VTE. This would challenge the students to master imaginative reasoning abilities and also develop self confidence in assistance (Duposhim, 2013; cited in Ogbuanya & Izuoba, 2015). There is the need to repackage TVET curriculum and programmes alongside the global trends in technological breakthrough that characterize information era. Such attempt will stream line and integrate ICT-mediated learning and other digitalized approaches into the instructional contents TVET as well as its delivery pedagogies. Vest (2013) cited in Ogbuanya and Izuoba (2015) maintained that the US, Britain and other developed nations realized the goals and objectives of their TVET by not only integrating ICT into their schemes but also observed strictly every terms as pertains to policy implementations and just practices.

6. Okolocha (2012); Ogbuanya and Izuoba (2015); Chindima and Isaac, (2013) stated some methodologies for redoing VTE inter alia to include:
 - i. Institute adaptable, serviceable and versatile programme
 - ii. Ensuring high caliber and suitably gifted professional experts
 - iii. Promotion and appropriate coordination of training, industry and workplace.
 - iv. Encouraging continuing VTE
 - v. Investing in quality VTE programmes
 - vi. Training and learning should occur in credible and genuine workplace.
 - vii. Adoption of uniform standard of training and certification
 - viii. Keeping appropriate up-to-date indicator for VTE
 - ix. Boosting the image of VTE
 - x. Public –private partnership
 - xi. Matching VTE policies with needs assessment and proper planning
 - xii. Exchange programmes within and outside the country
 - xiii. Putting in place workable policies and strategies
 - xiv. The remuneration and working condition should be attractive so as to avoid the issue of brain drain.

Statement of the problem

Sofoluwe (2013) stated the mission of VTE as outlined by UNESCO as follow: Elimination of employment through equipping the generality of out of school youths and adults with saleable skills; infusion into all adequate vocational efficiency for effective living; enhancement and sustenance of national economy and technological development; and engendering of national building because of its impact on economic growth and the overall national productivity. VTE therefore play a significant part in the socio-economic growth, security, freedom and sustainable development of a country. In spite of the laudable role of VTE in driving the economy of any nation; VTE in Nigeria has not yet taken its vantage position in achieving the socio-economic growth and sustainable development of the economy; which is adduced largely to a great extent of factors militating against VTE. Therefore, the research looks to explore VTE, its importance, challenges, and ways forward.

Objectives of the study

The primary goal of the investigation is to research VTE in Colleges of Education in Delta State, Nigeria. Specifically, the study needed to determine:

1. The importance/role of VTE
2. The challenges of VTE
3. The ways forward in enhancing VTE

Research Questions

The following research questions are stated:

1. What are the roles of VTE?

2. What are the challenges of VTE?
3. What are the ways forward in enhancing VTE?

RESEARCH METHODOLOGY

The investigation was done utilizing descriptive survey method. The population of the research contains all the lecturers in the School of Vocational and Technical Education, Colleges of Education, Warri; Agbor; and Mosogar. A sum of 120 respondents were randomly selected; with 40 respondents from each of the three Colleges of Education. A well structured opened ended questionnaire was utilized to generate quality data from the respondents. The instrument is comprises of four segments: A, B, C, and D are intended to request data on statistic qualities of the respondents; role of VTE; challenges; and ways forward in enhancing VTE; respectively. Sections B, C, and D, are organized as per the standards of Five Likert Scale of estimation. The average mean point of ≥ 3.00 was utilized as a standard to decide the agreeableness of a factor, otherwise rejected. The information created were exposed to descriptive statistics: mean; standard error of mean; and frequency distribution and percentage. Statistical package of social sciences [SPSS], (2011), Version 20 was used to run the analysis.

The investigation was completed utilizing distinct review technique. The number of inhabitants in the investigation comprises of the considerable number of speakers in the School of Vocational and Technical Education, Colleges of instruction, Warri; Agbor; and Mosogar. A sum of 120 respondents were haphazardly chosen; with 40 respondent from all of the three Colleges of Education. An all around organized opened finished survey was utilized to create quality information from the respondents. The instrument is comprised of four segments; areas A, B, C, and D are intended to request data on statistic qualities of the respondents; significance/job of VTE; difficulties; and ways forward in improving VTE; individually. Segments B, C, and D, are organized as per the standards of Five Likert Scale of estimation. The normal mean purpose of ≥ 3.00 was utilized as a standard to decide the agreeableness of a factor, generally dismissed. The data created was presented to distinct insights: mean; standard blunder of mean; and recurrence dissemination and rate. Measurable bundle of sociologies [SPSS], (2011), Version 20 was utilized to run the examination.

RESULTS AND DISCUSSION

Table 1: Frequency distribution of the demographic characteristics of the respondents

Characteristics	Frequency	Percentage
Gender		
Female	46	38.3
Male	74	61.7
Age		
20-29 years	6	5.0
30-39 years	50	41.7
40-49 years	40	33.3
50 years above	24	20.0
Marital status		
Single	24	20.0
Married	88	73.3
Divorce	6	5.0
Widow	2	1.7
Qualification		
Ph.D	15	12.5
M.Sc./M.ED	58	48.3
B.Sc./ED & HND	47	39.2
Teaching experience		
1-10 years	62	51.7
11-20 years	48	40.0
21-30 years	8	6.7
31-40 years	2	1.7

Source: Field survey, 2019

Table 1 revealed that the majority of the respondents are male 74 (61.7%); and 50 (41.7%) of the lecturers examined are within the age scope of 30-39 years; and 88 (73.3%) are married; 58 (48.3%) holds M.Sc./M.Ed.; while 62 (51.7%) had 1-10 years working experience.

Table 2: Mean and standard error of mean of the importance of VTE

S/N	Factors	Number of respondents	Mean	Standard of mean	error	Remark
1	VTE help to solve problems of unemployment	120	4.52	0.05		accepted
2	VTE provide students with life skills that will make them to be productive	120	4.45	0.08		accepted
3	VTE help to bring about rapid economic development of a nation	120	4.23	0.09		accepted
4	VTE exposes students to career awareness	120	4.18	0.09		accepted
5	The skills acquire from VTE enable students to adapt to business environment	120	4.06	0.06		accepted
6	The training received from VTE can help to prevent waste of human resources	120	4.09	0.08		accepted
7	VTE can help youths and adults to be self-dependent	120	4.26	0.08		accepted
8	VTE help to develop attitudes and habits which are needed in the work place	120	3.99	0.07		accepted
9	VTE students are more responsible and independent than those who study regular courses	120	3.43	0.10		accepted
10	Technical skills can enable one to work in foreign countries	120	3.68	0.08		accepted
11	VTE serves as a motivating force in individual	120	3.93	0.07		accepted
12	VTE is needed in every aspect of our natural life	120	3.40	0.14		accepted
13	VTE develops local technicians and technologist	120	3.73	0.11		accepted
14	VTE helps the individual intelligent user of natural resources	120	3.78	0.09		accepted

Source: Field survey, 2019

As indicated in Table 2 all the variables examined had mean values ≥ 3.00 on a five point scale of measurement; hence they are determined as importance of vocational and technical education in the study area. The findings of the present study are in corroboration with the results of (Giroux, 1991; Nuru, 2007; Malgwi & Mbah, 2012; Kehinde & Adewuyi, 2015; Okolocha & Bala, 2018) as earlier on expressed.

Table 3: Mean and standard error of mean of challenges of VTE

S/N	Factors	Number of respondents	Mean	Standard error of mean	Remark
1	Inadequate funding	120	4.55	0.07	accepted
2	Lack of interest on the part of the student	120	4.23	0.06	accepted
3	Poor public perception and apathy to vocational education	120	4.06	0.08	accepted
4	Lack of training infrastructure/facilities	120	4.23	0.08	accepted
5	High cost of purchasing VTE equipment	120	3.95	0.10	accepted
6	Shortage of qualified vocational teachers	120	3.69	0.13	accepted
7	Curriculum defect	120	3.91	0.12	accepted
8	Poor remuneration of teachers /technical personnel	120	3.84	0.12	accepted
9	Lack of indigenous text books	120	3.56	0.12	accepted
10	Deregulations of Nigeria economy	120	3.54	0.11	accepted
11	Poor financing and implementation of VTE programmes	120	4.01	0.08	accepted
12	Dearth of institution and manpower	120	3.42	0.11	accepted
13	Insufficient Students Industrial Work Experience Scheme (SIWES)	120	3.69	0.11	accepted
14	Lack continuous education	120	3.35	0.11	accepted
15	Corruption	120	3.65	0.11	accepted
16	Academically weak entrants	120	3.34	0.12	accepted
17	Brain drain	120	3.38	0.11	accepted
18	Staff training and retention	120	3.73	0.11	accepted
19	Apathy of political holders/law makers	120	3.72	0.12	accepted
20	Nigeria value system	120	3.93	0.20	accepted
21	Poor power supply	120	4.12	0.11	accepted

Source: Field survey, 2019

Table 3 revealed that inadequate funding, lack of interest on the part of the students, poor public perception and apathy to VTE, lack of training facilities/ technical personnel, high cost of purchasing VTE equipment, shortage of qualified vocational technical teachers, curriculum defect, poor remuneration of teachers/ technical personnel, lack of indigenous textbooks, deregulations of Nigeria economy, poor financing and implementation of VTE programmes, dearth of institution and manpower, insufficient students industrial work experience scheme (SIWES), lack of continuous education, corruption, academically weak entrants, brain drain, staff training and retention, apathy of political office holders/law makers, Nigeria value system, and poor power supply; with mean estimation of 4.55 ± 0.07 , 4.23 ± 0.06 , 4.06 ± 0.08 , 4.23 ± 0.08 , 3.95 ± 0.10 , 3.69 ± 0.13 , 3.91 ± 0.12 , 3.84 ± 0.12 , 3.56 ± 0.12 , 3.54 ± 0.11 , 4.01 ± 0.08 , 3.42 ± 0.11 , 3.69 ± 0.11 , 3.35 ± 0.11 , 3.65 ± 0.11 , 3.34 ± 0.12 , 3.38 ± 0.11 , 3.73 ± 0.11 , 3.72 ± 0.12 , 3.93 ± 0.11 , and 4.12 ± 0.10 , respectively are the established challenges of VTE; on a five point size of estimation. The results are in agreement with the findings of the (Okorie, 2001; Emmanuel, 2009; Aina, 2009; Okeke & Eze, 2010; Amoor, 2010; Ojimba, 2012; James, 2012; & Nworlu-Elechi, 2013) as prior on stated.

Table 4: Mean and standard error of mean of the way forward for VTE

S/N	Factors	Number of respondents	Mean	Standard error of mean	Remark
1	Allocation of adequate resources to VTE	120	4.55	0.05	accepted
2	Equipping VTE workshops with modern equipment, tools and machines for teachers and students	120	4.58	0.05	accepted
3	Upgrading of teachers skills through regular in-service training	120	4.44	0.05	accepted
4	Funding of VTE and other skill acquisition programme	120	4.48	0.05	accepted
5	Adoption of uniform standard of training and certification	120	4.13	0.07	accepted
6	Involvement of VTE professional in VTE decision making	120	4.31	0.05	accepted
7	Well equipped laboratory which will help to acquire the right skills	120	4.50	0.05	accepted
8	Remuneration of teachers /technical personnel	120	4.31	0.06	accepted
9	Proper orientation of students on VTE	120	4.29	0.07	accepted
10	Putting in place workable policies and strategies	120	4.28	0.04	accepted
11	Advocating vocational technical personnel	120	4.21	0.04	accepted
12	Learning in authentic and real world environment.	120	4.06	0.06	accepted
13	Encouraging continuity in VTET	120	4.10	0.05	accepted
14	Encouraging the development and usage of qualified trainers	120	4.27	0.05	accepted
15	Creating awareness through image building; vocational attractiveness and participation	120	4.21	0.05	accepted
16	VTE setting up ambitious and realistic goals	120	4.05	0.05	accepted
17	VTE maintain school age to pave way for physical and mental maturity required for acquisition of skills	120	3.88	0.07	accepted
18	Enhancing sustainable industrial development through public private partnership	120	4.08	0.05	accepted
19	Establishment of VTE training centre in local government area for skills acquisition	120	4.28	0.05	accepted
20	VTE collaboration between technical institutions and industries	120	4.36	0.05	accepted
21	VTE Curriculum should be reviewed to meet the demands of the labour market	120	4.42	0.06	accepted
22	Putting in place coherent guidance and counseling system which will help to put students in proper career path	120	4.18	0.06	accepted

Source: Field survey, 2019

As appeared in Table 4 all of the variables analyzed for mitigating the challenges of VTE had mean value ≥ 3.00 on a five point size of estimation. Consequently these factors are the established courses in improving VTE. The discoveries are on the side of the reports of (UNESCO, 2002; Ibeneme, 2007; Wonacott, 2001; Okolocha, 2012; Chindima & Isaac, 2013; Ogbuanya & Izuoba, 2015) as expressed toward the start.

CONCLUSION

Professional and specialized training (VTE) presumably assumes an impressive part in upgrading HR improvement, productivity, maintainable monetary development and advancement, security and economic freedom of any nation. Notwithstanding, it is faced with critical challenges: there is poor public perception and indifference among different factors in the area of study. Conclusively, effective strategies implementation and practices of VTE would achieve better monetary advancement of the country.

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