Problem Militating Against Technical and Vocational Education Development in Technical Colleges in Lagos State

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Abstract
This study was carried out to investigate the problems militating against the development of Technical Vocational Education in Technical Colleges in Lagos State. Three research questions were developed and answered by the study. A descriptive survey research design was employed by the study. Population for the study was 110 technical and vocational teachers in technical colleges in Lagos state. A structured questionnaire containing 25 items was employed to collect data from the respondents. Three Experts in the Department of Technology and vocational Education, Ebonyi State University, validated the instrument for data collection. Cronbach alpha reliability method was used to determine the internal consistency of the questionnaire items and 0.82 reliability coefficient was obtained. The results of the study showed that, Lack of clear vision regarding Technical and vocational education (TVE), Lack of Technical Educators among policy makers, are some of the problems militating against the development of Technical Vocational Education in Technical Colleges in Lagos State. The study recommended that; vocational and technical Education being the bedrock of national technological development, should be given the deserved attention in Technical Colleges in Lagos State.
Keywords: *Vocational and Technical; education, Technical colleges, Development, Problems*

Introduction

Vocational and technical education is the acquisition of skills and techniques in chosen occupation or profession to enable an individual earn a living. Technical and vocational education programme comprises woodwork, metalwork, Building technology, Auto mechanic, Electrical / Electronics, Technical drawing among others. Onyebuchi (2014) The Federal Government of Nigeria (2004) viewed vocational education as training or retraining programme, which is given in schools or classes under public supervision and control. Vocational education is a system of education, which is predicated upon the teaching of skills and also demanding the professional or expert use of hands. The teaching of skills at formal sectors existed in two types of institution initially established in Nigeria, these are technical colleges and trade centers. Roland (1995) stated that vocational and technical education is result oriented. It brings about technological advancement and aims to fit new manpower for employment and provide continuing training for those already qualified, so that they can keep up with modern working methods. It is a known fact that the amount of money needed to train an individual in technology education can be used to educate more than seventy individuals in other forms of education. Bayode (1994) stated that vocational and technical education is geared towards the production of the educated man who can effectively work with his head, heart and hands. The development of the economy and the crave for self-reliance and self-sustainability is the driving force for acquiring technical and vocational Education The Federal Government of Nigeria (2004) stated that the objective of vocational and

technical education is expected; to acquire vocational and technical skills, to expose students to career awareness by exploring usable options in the world of work, to enable youths to have an intelligent understanding of the increasing complexity of technology and to stimulate creativity

Vocational and technical education can be said to be that form of education whose purpose is to prepare individuals for employment in an occupation or group of occupations. Throughout the country, there is a growing awareness about the need for vocational and technical education. This improvement in societal perception and interest has culminated in demands for changes in content, organization and delivery of vocational and technical curricular to reflect a new emphasis on technology. As a matter of fact, vocational and technical education is aimed at developing not only practical skills but also attitudes and habits that makes the recipient a creative, innovative and resourceful person in the society. Funding of TVE in Nigeria is very critical to our national development. Technical education should not be seen as other forms of education since this aspect of education prepares people for the world of work with practical skill, Therefore enough attention should be given to technical and vocational education (TVE.) by the Government of Nigeria

The Federal Government of Nigeria (2004) highlighted Nigeria's desired to achieve her national goal through education, hence the need for the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to life and to also contribute to the development of the society, thus, no society can develop to appreciable extent without relevant functional and technological based vocational and technical education. The need for vocational and technical education cannot be over emphasized in Nigeria schools. Vocational and technical education provides various avenues for discovering and developing the individual's potential for work. It has a broadening effect, which motivates learners to be more exploratory, realize their capabilities and develop their potentials for success in the world of work.

Technical and vocational education is a type of education given to an individual in order to enable him or her develops the creative and manipulative potentials in him/her for the use of man (Olaitan, 2009). Technical and vocational education according to Momoh (2005) is a programme of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade workers. Bakare and Adelaja (2013) stated that TVE includes divisions such as trade and industrial education, technical education, agric education, home economics education, automechanics among others. Throughout the country, there is a growing awareness about the need for vocational and technical education. This improvement in societal perception and interest has culminated in demands for changes in content, organization and delivery of vocational and technical curricular to reflect a new emphasis on technology. As a matter of fact, technical and vocational education is aimed at developing not only practical skills but also attitudes and habits that makes the recipient a creative, innovative and resourceful person. Technical and vocational education is obtained in various institutions such as universities, polytechnics, colleges of education and technical colleges.

Technical colleges in Nigeria are established to train people to become craftsmen and technicians. Training qualifies them for jobs in both public and private sectors of the economy. Both sectors, according to Oganwu,(2011), require well-trained and competent technicians who can operate and maintain the available technical equipment. Therefore, there is a need for qualitative technical colleges for education

and training to produce graduates that can perform competently in their chosen vocation without a need for pre-employment training. The major goal of vocational institutions is to prepare students for adequate employment in the labor market Okoro,(2006). This condition can be met through a proper and comprehensive funding in other to equip workshop with relevant training facilities. School workshops offer opportunities for practical training of students in skill acquisition in their technical trade areas for future development of the key sectors of the economy in order to meet the basic needs of electricity, roads and machinery, among others.

Technical college is a special secondary school establish for skills acquisition. Okoro (2006) explained that technical colleges are the institution established to give full vocational training to students. Nwachukwu, Bakare and Jika (2009) added that technical colleges provide students through training with the relevant and adequate knowledge, skills and attitude for employment under the guidance of teachers in a related occupation. The goals of technical colleges as stated in the report of Federal Ministry of Education FME (2004) are to: provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technician levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the requisite skills to individual who shall be self- reliant economically. Olaitan (1996) explained that technical colleges' existence is to stimulate technological and industrial development by developing and utilizing technologies for industrial and economic development. Types of skills and attitudes to change the behaviour of the learner or recipients in TVE depend largely on funding.

Statement of the Problem

Technical and vocational education is a type of education designed to equip individuals with skills, knowledge and values in order to gain employment. Technical and vocational education is capital intensive and is in the hand of government. The graduates of technical and vocational education from technical colleges seem not to be productive on the job. Most of these graduates hardly setup the trades they learnt in schools. This could be as a result of limited or no technical skills acquired in their areas of specialization while in training. This situation therefore calls for empirical investigation of the problems militating against the development of technical and vocational education in technical colleges in Lagos State.

Purpose of the Study

The general purpose of the study was to investigate the problems militating against the development of technical and vocational education in Technical Colleges in Lagos State. Specifically the study sought to:

1. Identify the problems militating against the development of Technical and Vocational education in Nigerian Technical Colleges
2. Examine the benefits of Technical and Vocational education in Technical Colleges
3. Identify the strategies toward solvingthe problems militating against the development of Technical and Vocational education in the Technical Colleges

Research Questions

The following research questions guided the study:

1. What are the problems militating against the development of Technical and Vocational education in Nigerian Technical Colleges?

2. What arethe benefits of Technical and Vocational education in Technical Colleges?
3. What are the strategies toward solvingthe problems militating against the development of Technical and Vocational education in Technical Colleges?

Methodology

A descriptive survey research design was adopted for this study. Survey design, according to Olaitan, Ali, Eyo and Sowande (2002), is the plan, structure and strategy that the investigator wants to adopt in order to obtain solution to research problems using questionnaire in collecting, analyzing and interpreting the data. This study was carried out in technical colleges in Lagos State of Nigeria. The population for the study was 110 technical and vocational teachers in technical colleges in Lagos State. The population was manageable and therefore, the entire population constituted the sample; hence no sampling technique was adopted. A – 20 items survey questionnaire was developed based on the research questions and was used for data collection. The questionnaire had one response category of strongly agree, agree, disagree and strongly disagree with four point scale of 4, 3, 2, and 1 respectively.Three experts who validated the instrument were from industrial technology Education Department Ebonyi State . Each expert was asked to vet the clarity, relevance and total coverage of the questionnaire items. University The corrections and suggestions of the experts led to the modification of some items in the questionnaire.Cronbach alpha reliability method was employed to determine the internal consistency of the questionnaire items. Twenty copies of the questionnaire were administered on twenty technical and vocational teachers in technical colleges in Ogun state in order to ensure that the same respondents for the study were not involved in determining the reliability of the questionnaire. The responses of the respondents were computed and 0.82 reliability coefficient was obtained. One hundred and ten copies of the questionnaire were administered to the respondents with the help of three trained Research Assistants who conversant with the terrains of the study area. The copies of the instrument were collected with 100% retrieval rate

Data collected were analyzed using Statistical tools such as mean (x) and standard deviation were utilized to analyze data in the study. Weighted and criterion value mean of 2.50 were used to interpret the result and standard deviation was used to validate the closeness of the respondents from the mean and from each other in their responses. any item with mean value equal to or greater than 2.50 was regarded asAgreed while items with mean value less than 2.50 was regarded as Disagree respectively

Results

The results of the data analyses are presented below in accordance with the research questions.

Research Question 1

What are the problems militating against the development of Technical and Vocational education in Nigerian Technical Colleges?

Data for answering research question one are presented in Table 1

Table 1: Mean Responses of the Respondents on the Problems Militating against the Development of Technical and Vocational Education in Nigerian Technical Colleges

S/N	Item Statements	- X	STD	Decision
1	Lack of clear vision regarding Technical and vocational education (TVE)	2.56	0.71	Agree
2	Integration of so many Technical course areas	1.89	0.61	Disagree
3	Government bureaucracy and over centralization	3.07	0.66	Agree
4	Technical and vocational education is not relevant to the society	1.92	0.53	Disagree
5	Technical and vocational education (TVE) is too complex and ambiguous	2.02	0.57	Disagree
6	Lack of technical educators among policy makers in government	3.31	0.61	Agree
7	Unavailability of Technical experts.	2.90	0.58	Agree
8	Lack of trained manpower to operate equipment	3.06	0.72	Agree
9	Nonchalant attitude of government, school administrator and the society towards technical education	3.20	0.59	Agree
10	Technical and Vocational education is expensive therefore should be scraped.	2.42	0.76	Disagree

Key; X= mean ,SD=standard deviation, decision X< 2.50= disagree X ≥ 2.50 =Agree

In the table 1 above, the respondent, decisions brought to the limelight some of the Problems actually affecting Technical and Vocational in Nigerian Technical Colleges. Respondent's decisions on items 1,3,6,7, 8 and 9 are in agreement that: Lack of clear vision regarding Technical and vocational education (TVE) is a problem in Technical Colleges, Government bureaucracy and over centralization, Lack of technical educators among policy makers in government, Unavailability of Technical experts and nonchalant attitude of government, school administrators and the society towards technical education. The respondents disagreed on item statements 2, 4, 5 and 10 that; Integration of so many Technical course areas has effect, Technical and vocational education is not relevant to the society, Technical and vocational education (TVE) is too complex and ambiguous and technical and Technical and Vocational education is expensive therefore should be scraped.The standard deviation of all the items ranged from 0.53 - 0.76 indicating that the respondents were not far from the mean and from one another in their response.

Research Question 2

What are the benefits of Technical and Vocational education in the Technical Colleges?

Data for answering research question two are presented in Table 2

Table 2: Mean Responses of Respondents on the benefits of Technical and Vocational education in the Technical Colleges

S/N	Item Statements	$\bar{X}$	STD	Decision
1	Technical and vocational education helps learners prepare for Technical career at advance stage	3.53	0.65	Agree
2	Technical vocational education prepare learners to be self –reliant	3.39	0.71	Agree
3	Technical and vocational education help to reduce brain drain in the society	3.21	0.56	Agree
4	Technical vocational education can bring about the technological revolution and change in the country.	3.39	0.59	Agree
5	Technical and vocational Education posses technological toolfor economic growth	3.20	0.53	Agree

Key; X= mean ,SD=standard deviation, decision X< 2.50= disagree X ≥ 2.50 =Agree

The Table 2 above shows that the respondents strongly agreed with all the five item statements. This unanimous decision means that technical and vocation when properly funded can help to achieve (i) General technological awareness (ii) Acquisition of technological literacy (iii) General technical versatility. Data further revealed that all five items had their mean values ranged from 3.20 to 3.53 which are above the criterion value point of 2.50, indicating that all the items are beneficial to Technical and vocational Education in Technical colleges. The standard deviation of all the items ranged from 0.53- 0.71 indicating that the respondents were not far from the mean and from one another in their response.

Research Question 3

What are the strategies toward solvingthe problems militating against the development of Technical and Vocational education in Technical Colleges?

Data for answering research question three are presented in Table 3

Table 3: Mean Responses of the Respondents on the strategies toward solvingthe problems militating against the development of Technical and Vocational education in Technical Colleges

S/N	Item Statements	X	STD	Decision
1	Technical and Vocational educators should be among policy makers in government.	3.30	0.55	Agree
2	Government should solicit support from NGOs and PTAs for assistance.	3.18	0.54	Agree
3	10% of Education Tax Fund (ETF) should be used to fund TVE	3.46	0.63	Agree
4	Industries should be sought through cooperation to assist schools	2.98	0.52	Agree
5	Technical and Vocational Education special Trust fund should be provided through legislation	3.18	0.51	Agree

The analysis on Table 3 revealed that all five items had their mean values ranged from 2.98 to 3.46 which are above the criterion value point of 2.50, indicating that

the five items were agreed upon as relevant strategies toward solving some problems of Technical vocational education in technical collegesThe standard deviation of all the items ranged from 0.51 - 0.63 indicating that the respondents were not far from the mean and from one another in their response.

Discussion of findings

Table 1 above, revealed that: Lack of clear vision regarding Technical and vocational education (TVE) is a problem in Technical Colleges, Government bureaucracy and over centralization, Lack of technical educators among policy makers in government, Unavailability of Technical experts and nonchalant attitude of government, school administrators and the society towards technical education. The respondents disagreed on item statements 2, 4, 5 and 10 that; Integration of so many Technical course areas has effect, Technical and vocational education is not relevant to the society, Technical and vocational education (TVE) is too complex and ambiguous and technical and Technical and Vocational education is expensive therefore should be scraped.The findings are in agreement with the opinion of Bakare and Adelaja (2013) that technical education and teachers face a lot of problems in discharging their duties as chief implementers of technical subjects at various level of education.

Table 2 above shows that technical and vocational Education is beneficial to (i) General technological awareness (ii) Acquisition of technological tools (iii) General technical versatility.

The findings are in agreement with the opinion Onyebuchi (2015*)* which stated that Technical and vocational education is an effective tool for technological development. Table 3 revealed that Technical and Vocational educators should be among policy makers in government, Government should solicit support from NGOs and PTAs for assistance.

10% of Education Tax Fund (TeTfund) should be used to fund TVE. as a way to solve some of the problems militating against Technical and Vocational Education in Technical collegesThis finding is in agreement with Uwaifo (2010) which opined that provision of adequate fund will help to solve the issueschallengingTechnical and Vocational Education in Nigeria.

Conclusion

Lack of clear vision regarding Technical and vocational education (TVE) , Government bureaucracy,Lack of technical educators among policy makers,Unavailability of Technical experts,Nonchalant attitude of government, school administrator and the society towards technical education makes Technical and vocational Education to be difficult in the Technical college system. Technical and Vocational Education being the bedrock of national technological development, should be given the deserved attention through the provision all necessary facilities and needed manpower

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Government should adequately fund, plan, implement, and manage TVE programmes in Technical colleges in Nigeria.

2. Government should solicit support where necessary from NGOs and PTAs for improved funding of Technical Vocational Education in Technical Colleges.
3. Technical Vocational Education being the bedrock of national technological development, should be given the deserved attention through the provision of all necessary facilities and needed manpower

4. The curriculum taught in our vocational education institutions should be reviewed to meet the demands of the labour market.

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