Relevance of Appropriate Nomenclatures to Students' Voluntary Interests in TVET Programmes as Life-long Occupational Career Choice *in Lagos and Ogun States*

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Abstract
This study investigated the relevance of appropriate nomenclatures to students' voluntary interests in TVET Programmes as life-long occupational career choice in Lagos and Ogun States. Three research questions guided the study while three null hypotheses formulated were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. Study population was 1,420 from which a sample of 400 or 28% was drawn purposively. The researchers developed an instrument to collect data from the respondents. Three experts were appointed to validate the instrument for data collection. Cronbach alpha reliability method was employed to determine internal consistency of the questionnaire items and 0.982 was obtained. Means and standard deviation were used to answer the three research questions while t-test was used to test the null r the hypotheses. Analysis revealed that titles of programmes offered had significant influence on students' pre-admission interests, titles of courses offered during studies had significant influence on students' intrinsic interests and that letters and captions on the certificates and results awarded to graduating students had significant influence on the students' lifelong occupational careers. Based on these revelations, it was recommended among others; that 'TVET programme offering institutions should make their programme titles attractive, but meaningful, relevant and conforming with contemporary global practices and their domestic demands, should also review certificate and result titles that are capable of de-marketing their products in the contemporary labour market for healthy, productive and profitable competitions'.
Keywords: *Nomenclatures, TVET, interest, enrolments, lifelong occupation*

Introduction

There is no human person, animal, plant or any non-living thing that does not have a particular name with which to be identified or called for various purposes. Nomenclature denoted a name or any other means of identification, borne by any person or object also can to a large extent, determine the relational attraction to be enjoyed or repulsion from people far and near. In any academic process therefore, nomenclatures or titles are not only the beginning of work, but are also descriptive of action plans and how such plans are to be executed in established phases and appropriate timeline. For example, to establish a school or even a business, the first assignment is to generate a name which must not conflict with existing ones, must bear self-identity and be answerable for whatever accrues from bearing that name as personal entity, legally regarded and socially related with as outlined in the concerning programmes and titles of academic activities in National Policy on Education (Federal Republic of Nigeria, FRN), (2004).

To corroborate the fore-going statements, the United Nations Education, Scientific and Cultural Organization [UNESCO-ILO] (2001) in its resolution in South-Korea decided to change the nomenclature of technical (TVE), both in

name and process structure to Technical, Vocational Education and Training (TVET) for ease of advocacy, improved contents, greater global participation and better occupational marketing, masterminding deeper collaborations between academia and industry. UNESCO-UNEVOC (2015) described Technical Vocational Education and Training (TVET) as a new holistic, humanistic and sustainable developmental approach that comprises education, training and skills development relating to a wide range of occupational fields, production, services and livelihood and which is part of the lifelong learning continuum. Universities, polytechnics, colleges of education and technical colleges are educational institutions that offer TVET programmes in Nigeria.

This change in nomenclatures, with concerted advocacy drives and facility supports from UNESCO-UNEVOC (2011), UNESCO-UNEVOC (2015) to the global community, has not only seen a rapid programme improvement, but has also helped in improving both student enrollments, institutional awareness, reduction in school-industry skill gaps as well as bringing more stakeholders together to realize the desired objectives in some of the member-nations. TVET had been variously named in the past, but for want of better nomenclature, institutional relevance and global opportunities, those names were variously reformed and changed. Among the names according to UNESCO (2001) were: Technical Education (TE)
Vocational Education (VE), Technical Vocational Education (TVE), Industrial Technical Training (ITT), Occupational Trades (OT) and Craft Training (CT)

Also, in the Nigerian educational system, technical and vocational education had evolved from the colonial nomenclatures, both in school names, programmes' curriculum and certification. As stated in the work of Ajao (2023), the Federal Trade Centre at Yaba in Lagos, Nigeria was converted to be called 'Federal Technical College, Yaba, Lagos'. This was done along with curriculum and certification changes by including external examinations conducted by the City and Guild Institute, London, later through the West African Examinations Council (WAEC) to respond to both society skill needs and the need to popularize the programmes, attract more students' enrollment and remove the progression seals artificially placed on technical school graduates that un-necessarily prevented them from gaining admission into tertiary institutions to continue their education (Kashty; 2009; Uwameiye; 2010).

Further, increased reform in TVET programmes' nomenclature in Nigeria resulted in change of name of Technical College to Federal Science and Technical College (FSTC), abolition of external examinations replaced with National Business and Technical Education Board (NABTEB) (FRN, 2014). This move has achieved some of its objectives at the post-primary school level, most especially, an upsurge in students' enrolments and ability of graduates to progress and compete with fellow students from general education schools when enrolling for higher education as may be obtained elsewhere (Association of Canadian Universities and Colleges [ACUC](2011, German Education Report [GER] (2020).

However, most of the challenges faced in TVET education previously have become systemic issues at the tertiary level of this noble and globally relevant academic programme (Employment & Social Development in Canada (2012). These issues mainly bother on evidently low students' enrollments in some of the branches of TVET programmes, total or partial denial of membership by appropriate professional bodies, avoidable skill gaps; archaic course identities which in many instances have become un-attractive to target learners, wrongly lettered final graduating documents as corroborated by Back and Shiu (2008).

Instances in this direction can be taken from some of the traditional nomenclatures such as Metal Works

(Mechanical Technology), as a programme, Motor Trade Practice, Safe Motoring/Road Signs and Signals (in Automobile Technology at first-degree levels, instead of identities closely depicting modern technological/transportation innovative titles as related and relevant to the programme), School of Technical Education, College or Faculty of (Vocational) and Technical Education (instead of identities that are not skewed towards education, for instance; Faculty, College or School of Technology and Vocational Studies, School of Industrial or Innovation Studies among others as relationally averred by (Urbekt, 2009, Kemper et al, 2008). Insertion of Technical Education on students' final statement of result or the certificate which will eventually give the acceptable description or otherwise, of where such students are coming from and where they should be positioned for "career purposes" has become nightmarish for TVET graduates in many instances, as lamented in related circumstances (Haasler & Simone; 2020, Onyedikachim & Ezekiel-Hart; 2021, Back & Shiu; 2008).

If this is bad within the academic practices (especially when course allocation comes into discussion), it is worse in the industry because the word "Technical Education" is not only vague, it is empty, directionless, almost meaningless and too generalized in professional classification and occupational identity when solely attested to as programme of study without the inclusion of student's "option"; Electrical, Mechanical, Woodwork, Automobile Technology as may apply (Brimmer; 2013, Brown; 2009). However, nomenclature innovation and its obvious gains so far are yet to be reasonably carried out at the tertiary level of education where TVET programmes are offered in some Nigerian higher institutions. This has led to reduction in students' enrolments in TVET programmes, minimized intrinsic interests of existing TVET students in their early study years, leading to either programme swap where possible or outright withdrawal from school for doing something else among others.

It has also reportedly resulted in ever widening skill gap because as most TVET programme students conclude their studies, they are faced with industry occupational acceptability challenges, more so, due to the words inscribed in either of their result statements or awarded certificates (Oviawe, 2020). For example, a student that studied for a Bachelor's Degree in Technical Education in a University under TVET dispensation must have been asked to choose an option during admission process, this, the student must have followed in the cause of study through to graduation period by which time the student must have written and defended related course project as approved, undergone the compulsory industrial training (SIWES) in approved phases, but in most cases, may not have his programme option included in the result or certificate awarded by many institutions in Nigeria.

It is worse in some instances where faculty or department academic members either inclusively or exclusively insist that graduating students should do their final projects choosing topics from education, but not in technology on graduation, most students found in this situation face primary employability problem; this is problem of specialization identity. In the industry, the first question faced with is "which of the technical education area did you study"? In the academia, the first problem will be "which course do we allocate to you now since your option was not specified"? All these are then followed with the secondary problem, 'the skill and behavoural test'; a general must have for all recruits (Key, 1975, Super; 1953, Enrolment Management Review; 2009, Linton; 2013, Predix, Sarah, Jones & Jerome; 2012).

Voluntary interest of a student is the intrinsic motivation that triggers his love for the type of academic programme choice he is to make or that he has made according to the study of Essien, Akpan and Obot (2015). The choice may be a collection of programme information already available which the student has found attractive to his study build-up and future lifelong career choice,

family education history, peer influence or what he has seen from current or past students in a particular programme. This may become truer when it is considered that identities are expressed in words, sighting, or going through which when received, remains in memory for further sensory processing, the outcome of which guides or jeopardizes human chosen course of actions (Mubarak; 2021, Mante et al; 2021, Lipset & Bendix; 1955, Lee, et al, 2019)

This study investigated the "Relevance of Appropriate Nomenclatures to Students' Voluntary Interest in TVET Programmes as Lifelong Occupational Career". Student's voluntary learning interest has been found to have great positive impact on study focus, good academic performance and determination for a lifelong career in the studies of (Super, 1953).Parameters investigated under this study included; pre-enrollment programme nomenclature, in-programme nomenclature and graduation/feedback nomenclature.

Purpose of the Study

The general objective of this study was to find out whether appropriate nomenclature is relevant to students' voluntary learning interest in TVET programmes as lifelong occupational career. Specifically, the study sought to investigate:

1. relevance of programme titles to students' pre-admission interest
2. relevance of course titles to students' learning interest
3. relevance of certification letters to post-school career and feedback

Research Questions

The following research questions guided the study:

1. What is the relevance of programme title to students' pre-admission interest?
2. To what extent will course title be relevant to students' intrinsic learning interest?
3. How relevant are the contents of certificates and results to students' post-school career?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of graduated Students and current Students on the relevance of programme title to students' pre-admission interest
2. There is no significant difference in the mean responses of graduated Students and current Students on the relevance of course title to students' intrinsic interest
3. There is no significant difference in the mean responses of graduated Students and current Students on the relevance of certificates and results' contents to post-school career

Methodology

The design for this study was a descriptive research design. Descriptive research according to Nworgu (1991), is a systematic approach where inquiries are made from the prescribed respondents, responses are obtained on the dependent variables which are directly associated with respondent's behaviours. The design was suitable for this study because the study sought to collect data from respondents for answering research questions and for testing hypotheses in order to get findings for the study

The study was conducted in Lagos and Ogun States, South West Nigeria. Population for this study was the 1,420 graduates and current first-degree students of Technical, Vocational Education and Training in Lagos and Ogun States, Southwest, Nigeria; Tai-Solarin Universty of Education, Ijebu-Ode, University of Lagos and Federal College of Education, Akoka, Lagos/University of Benin degree programmes. Since all respondents belonged to the TVET family comprising Automobile Technology, Elect/Elect Technology, Metalwork Technology, Building Technology and Woodwork Technology, respondents were expected to express their experience realities of what they thought,

believed in, then actually decided as a choice, went through or are still going through in the case of existing students before admission, during programme and after completion for graduated students

From the available respondents' population, a sample of 400 or 28% sample was taken, using simple percentage to arrive at this figure. Reason for this choice was because the researchers were aware that a large percentage will further help to minimize sampling biases since the closer the sample size is to the population figure, the less would be sampling errors resulting from biases according to (Onyeka-Mbaka, 2013). Among the respondents, 355 were current students or 89%, with graduated students 45 or 11%.

Because of intention of the researchers to reduce sampling biases to the barest minimum, simple random sampling technique was used, which according to Uzoagulu (2011), is a balloting technique which gives equal opportunities to each and every respondent. Biases are therefore, highly minimized.

The instrument for data collection was a structured questionnaire, developed by the researchers with the help of reviewed of literature. The Items of the instruments were rated in five (5) Likert scale with numerical points allocated according to each position deserved figure between 1 & 5, viz; Strongly agreed (SA, 5), agreed (A, 4), Undecided (UD, 3), Disagreed (DA, 2) and Strongly Disagreed (SD, 1). Acceptance criteria were that any item score from 3 to 5 was accepted while those below 3 were not accepted.

Validation of the instrument was carried out by academic Experts in Automobile Technology Education, while reliability of the instruments was obtained through Cronbach Alpha reliability technique whose coefficient value was 0.980, this was good enough to be used for the study according to (Onyeka-Mbaka, 2013).

The copies of the questionnaire were administered on the respondents and collected the copies of the questionnaire back after the administration of the questionnaire. The data collected for answering research questions and for testing hypotheses were analysed using statistical Mean, standard deviation and t-test.

Results

Research question 1

What is the relevance of programme title to students' pre-admission interest?

Data for answering research question 1 are presented in Table 1

Table 1

Mean responses of the respondents on relevance of the programme titles to the students' pre-admission interest

	N	Mean	Std. Deviation	Std. Error
Graduated students	45	7.58	2.311	0.344
Current students	355	5.74	1.978	0.105
Relevance of programme titles admission to pre- admission interests	355	39.04	10.282	0.546

Table 1 revealed the relationship that existed between the graduated students whose mean score and standard deviation are 7.58 and 2.311 respectively, the current students whose mean score and standard deviation are 5.74 and 1.978 while the relevance of programme titles to the students' pre- admission interest mean score and standard deviation are 39.04 and 10.282 respectively.

Hypothesis One: There is no significant difference between the mean responses of the graduated and current TVET students on the relevance of the programme titles to the students' pre-admission interests

Data for testing hypothesis 1 are presented in Table 2

Table 2

Showing the sample test of the graduated/current students and the relevance of the programme titles to the students' pre- admission interest

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Graduated students	21.997	44	0.000	7.578	6.88	8.27
Current student	54.629	354	0.000	5.735	5.53	5.94
Relevance of programme titles pre-admission interest	71.542	354	0.000	39.042	37.97	40.12

Table 2 revealed the sample t test to determine whether there is difference between the mean score rating and the standard deviation of the graduated students (mean = 7.578 and standard deviation (2.311); having higher mean score than the current students (mean = 5.735 and standard deviation (1.978) to the relevance of the programme titles on pre- admission interest with mean= 7.578 and standard deviation of 10.282. However, the P- values (0.000; 0.000 and 0.000) which are less than the alpha value of 0.05 implying that the null hypothesis is rejected.

Research Question 2

To what extent will course title be relevant to students' intrinsic learning interest?

Data for answering research question 3 are presented in Table 3

Table 3

Mean responses of the respondents on the relevance of course titles to the students' intrinsic interest

	N	Mean	Std. Deviation	Std. Error
Graduated students	45	7.58	2.311	0.344
Current Student	355	5.74	1.978	0.105
Relevance of course titles learning interest	355	37.30	11.458	0.608

Table 3 revealed the relationship that existed between the graduatedstudents whose mean score and standard deviation are 7.58 and 2.311 respectively; the current students mean score and standard deviation are 5.74 and 1.978 while the relevance of course titles to the students' intrinsic interest mean score andstandard deviation are 37.30 and 11.458 respectively.

Hypothesis Two: There is no significant difference between the mean responses of the graduated/current students on the relevance of course titles to the students' intrinsic interest

Data for testing hypothesis 2 are presented in Table 4

Table 4
Showing the sample t-test of the graduated/current students and the relevance of the course titles to the students' intrinsic interests

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Graduated students	21.997	44	0.000	7.578	6.88	8.27
Current Student	54.629	354	0.000	5.735	5.53	5.94
Relevance of course titles to intrinsic interest	61.328	354	0.000	37.296	36.10	38.49

Table 4 revealed the sample t test to determine whether there is difference between the results of the mean score rating and the standard deviation of the graduated students (mean = 7.578 and standard deviation (2.311) having higher mean score than the current students (mean = 5.735) and standard deviation (1.978) to the relevance of the course titles to intrinsic interest with mean= 37.296 and standard deviation= 11.458. However, the P- values (0.000; 0.000 and 0.000) which are less than the alpha value of 0.05 implying that the null hypothesis is rejected.

Research Question 3

How relevant are the contents of certificates and results to students' post-school career?

Data for answering research question 3 are presented in Table 5

Table 5
Mean responses of the respondents on the relevance of certificates and results awarded to theirpost school career

	N	Mean	Std. Deviation	Std. Error
Graduated students	45	7.58	2.311	0.344
Current students	355	5.74	1.978	0.105
Relevance of certificate and result to post school career	355	38.30	11.185	0.594

Table 5 above revealed the relationship that existed between the graduatedstudents whose mean score and standard deviation as 7.58 and 2.311 respectively and the current students' mean score and standard deviation are 5.74 and 1.978 respectively. The relevance of certificates and results to the post-school career whose mean score and standard deviation are 38.30 and 11.185 respectively.

Hypothesis Three: There is no significant difference between the mean responses of the graduated/current students on the relevance of certificates and results awarded to their post-school career

Data for testing hypothesis 3 are presented in Table 6

Table 6
Showing the sample test of the graduated/current students and the relevance of certificates and results to the post school career

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Graduated students	21.997	44	0.000	7.578	6.88	8.27
Current Students	54.629	354	.000	5.735	5.53	5.94
Relevance of certificate and result to the post-school career	64.526	354	0.000	38.304	37.14	39.47

Table 6 revealed the sample t test to determine whether there is difference between the results of the mean score rating and the standard deviation of the graduated students (mean = 7.578 and standard deviation (2.311) having higher mean score than the current students (mean = 5.735 and standard deviation = 1,978) to the relevance of certificates and results to the post school career with mean= 38.304 and standard deviation= 11.185. However, the P- values (0.000 and 0.000) which are less than the alpha value of 0.05 implying that the null hypothesis is rejected.

Discussion of Findings

The discussion of findings in this study was undertaken as follows: Results emanating from Table 4 in this study revealed that the null hypothesis was rejected. T his implies that titles of courses to be offered by students as made known prior to their admission had relevance on their pre-admission interests. This revelation has been corroborated in the work of (Linton; 2013, AUCC; 2011 & Lee et al, 2019), which emphasized the importance of flexibility of title of academic programmes, especially when society needs and technological innovations are objectively considered**.** Further, result in Table 5 revealed that course titles are relevant to the students' intrinsic interest development which helps them in achieving good academic performance that may be a catalyst to a successful lifelong occupational engagement. This revelation has been supported in the study of (Mubarak; 2021, Mante; 2021). If the efforts made by parents and hard work of students would not create convenient and willing study interest in students, achieving good results might be difficult, if at all possible

In addition, revelation in Table 6 indicated that the null hypothesis was rejected. This implies that the certificates and results awarded to students at the end of their study programmes are relevant for their post-school career. This stand goes in agreement with the submission in the study of (Essien e al; 2015, Onyedikachim & Ezekiel-Hart 2021, Oladele et al; 2022). Usefulness of eventual awards are the motivating factors for students' hardwork in their studies. If therefore, these all-important would not be useful, why having them at all (Questioned Lee et al, 2019)

Conclusion and Implications

The study concluded that the proposed programme titles are relevant to the students' pre-admission interests in the study area, the study also has established that course titles are relevant to students' intrinsic interests" in the study area while their studies are on-going, given that intrinsic interests are the innermost learning motivators, while the study also established that the certificates and final results and their contents are relevant to students' post-school careers in

the study area, for both lifelong occupational career and further education.

Recommendations

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

1. Institutions offering programmes in Technical, Vocational Education and Training (TVET) should endeavour to review their programme nomenclatures in accordance with contemporary global practices and their local demands.
2. Students' intrinsic interests are the prime-movers of their study motivation, therefore, institutions offering TVET programmes should seek course titles that will serve as catalysts to and improve students' learning interests, decent learning environment and good academic achievements among others.
3. Inscriptions on students' certificates and results are measures of their academic performance while on study, it is therefore, necessary that captions on these all-important placement documents should reflect the acceptable letters in the contemporary labour markets without alteration to recorded academic performance of students.

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