

Stakeholders' Perception of Technical, Vocational Education and Training for Improving Economic Development and Sustainability in Nigeria

by

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Abstract

This study focused on stakeholders' perception of Technical and Vocational Education and Training (TVET) for improving economic development and sustainability in Nigeria. Four research questions guided the study, while four hypotheses formulated were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The area of the study was Lagos State. Population for the study was 350 stakeholders. Data were collected from a diverse sample of 350 stakeholders within the Lagos metropolis, employing structured questionnaire with five-point Likert scale. Findings indicate a strong recognition of TVET as crucial for economic growth, albeit overshadowed by cultural biases and insufficient investment. Specific insights reveal that positive societal perceptions correlate positively with increased investment in TVET, yet prevalent negative attitudes continue to impede progress across key sectors. The study concludes with recommendations for addressing societal perceptions through targeted public awareness campaigns, enhanced media representation, increased investment in TVET institutions, stronger industry collaborations, and supportive policymaking frameworks. These interventions aim to reshape the narrative around vocational education and enhance its credibility and attractiveness in Nigeria, thereby fostering economic development and sustainability.

Keywords: Technical and Vocational Education and Training (TVET), Economic Development, Sustainability, Stakeholders Perspective.

Introduction

The core philosophy of Technical and Vocational Education and Training (TVET) is to empower individuals with the skills and knowledge necessary for self-reliance and economic independence upon completing their training. This strategic approach contributes not only to individual livelihoods but also to broader community and national development. As articulated by Kennedy (2011), TVET primarily promotes self-employment and self-sufficiency. Globally, TVET has played a crucial role in driving economic growth, particularly in developed nations. However, in Nigeria, its significance has often been overshadowed by traditional academic education, leading to a stakeholders' perception that diminishes its value. This perception has diluted investment in vocational and technical training programs, resulting in a critical shortage of skilled workers in essential sectors such as

manufacturing, construction, and agriculture. Consequently, Nigeria struggles to meet the demands of its expanding economy and address its sustainable development goals.

A comprehensive evaluation by the World Bank (2018) has highlighted systemic flaws within Nigeria's education sector, particularly its emphasis on theoretical knowledge over practical skills. This misalignment has created a significant gap between graduates' skills and labor market needs, thus stifling economic growth and exacerbating unemployment, especially among youth. Given Nigeria's status as a developing nation, it is imperative to recognize the necessity of upskilling and re-skilling its workforce to navigate ongoing economic transitions (Smith, 2022). The prevailing stakeholders' perception of TVET represents a substantial challenge to its effective implementation and the potential it holds for fostering a skilled workforce integral

to sustainable practices. The critical need for robust vocational and technical education becomes evident, as Nigeria risks falling behind in the global shift toward a sustainable economy. Addressing the challenges facing the TVET system is vital for Nigeria to thrive amidst these changes.

The National Policy on Education outlines an intended ratio of 3:1 between secondary schools and technical vocational education schools; however, the reality shows a stark disparity, with Nigeria having 5,100 secondary schools serving 4,448,991 students compared to only 169 technical colleges with an enrollment of 43,354 students. This translates to ratios of 37:1 and 102:1, respectively, illustrating a societal inclination to regard TVET as an inferior education pathway (Odukoya, 2013). Recognizing the importance of TVET for national economic growth and development is crucial in addressing these disparities. In response to these challenges, there is emerging recognition of the significance of TVET in Nigeria. The Federal Ministry of Education (2013) has initiated policies such as the National Policy on Education and the National Board for Technical Education (NBTE) launched the National Skills Qualifications Framework in 2016 to enhance the value of vocational skills and improve training quality in related institutions. Additionally, collaborative efforts are being forged between the government, private sectors, and educational institutions to ensure vocational education meets labor market demands (Jones & Brown, 2022).

Despite these initiatives, however, significant challenges persist, as highlighted in the Federal Ministry of Education's (FME) strategic plan for the development of the education sector (2011-2015). The historical relegation of TVET within Nigeria's broader educational framework reflects systemic inequalities, particularly evident in the disparities between Higher National Diploma (HND) holders and university graduates. HND

graduates are often relegated to roles as instructors rather than being recognized as lecturers alongside their university counterparts, further reinforcing societal biases. Inadequate funding and poor working conditions for educators remain critical obstacles to enhancing the effectiveness and appeal of TVET. Quality vocational education often incurs substantial costs, necessitating urgent attention to these challenges to cultivate an environment conducive to TVET success. Although the FME's strategic plan aimed to rectify this, comprehensive policies prioritizing TVET within the national education agenda are essential. Increased investment, recognition, and support for educators in the sector could significantly enhance both the status and effectiveness of TVET in Nigeria. Investing in TVET and transforming societal perceptions surrounding vocational training is imperative for Nigeria to cultivate a skilled workforce capable of meeting economic demands and facilitating sustainable development. Such a shift is essential for Nigeria's long-term economic growth and its ability to navigate the complexities inherent in its development trajectory.

The existing literature on Technical and Vocational Education and Training (TVET) in Nigeria highlights the essential role of these fields in addressing the skills gap, stimulating economic growth, and promoting sustainability initiatives. However, it also reveals a significant gap in societal perceptions that affect the recognition and value of vocational and technical skills. This review presents an overview of critical studies that address the societal attitudes towards Vocational and Technical Education (VTE) in Nigeria and their implications for economic development and sustainability. Ayomike and Okeke (2015) examined the impact of the Nigerian Local Content Act on TVET and the national economy, pointing out that various socio-economic challenges—including

poverty, corruption, and unemployment improved development. The enactment of the Local Content Act in 2010 aimed to enhance industrialization in the oil and gas sectors, which could improve the economic well-being of the workforce. Their research, using secondary data, indicated that local content contributes positively to TVET. They recommended enhanced training for TVET experts and the establishment of more TVET institutions to produce a skilled workforce that would drive economic improvement. Okoye and Okwelle (2017) explored new perspectives on TVET in Nigeria, focusing on the unemployment crisis and economic challenges while underscoring the negative societal perception of insufficient pedagogical practices and a weak competency-based curriculum. Their study highlighted barriers within Nigeria's educational system and called for increased government support for TVET, along with stronger ties between educational institutions and the labor market. Okoli et al (2020) identified a disconnect between TVET policies and their practical application despite promising frameworks. Challenges included a lack of political commitment, insecurity, and insufficient funding, exacerbated by stakeholders' perceptions of TVET. They emphasized the need for improved legislation, a better public image for TVET, and active participation in policymaking, suggesting the establishment of a national board to oversee implementation across the country.

Collectively, these studies illustrate the urgent need to address stakeholders' perceptions surrounding vocational and technical education in Nigeria to enhance economic development and sustainability. Despite the recognition of these issues, a significant gap remains in understanding how to effectively shift societal attitudes and promote the value of vocational skills, which is crucial for the holistic advancement of the nation. Developing targeted interventions that

specifically address these perceptions presents an opportunity for further research and action.

Statement of the Problem

It is already been known that no government on its own is able to build or develop a country, that is why individuals and private organizations leverage on the enabling environment the government provide to contribute to the national development through TVET. The societal perception of TVET in Nigerian society cannot be overstated, it has led to so many economic setbacks in the country as a whole because TVET is been largely ignored and made to appear inferior when juxtaposed with other traditional academic educational system thereby hindering the country's economic development and sustainability efforts. This negative perception has led to a lack of investment in TVET programs, resulting in a shortage of skilled workers in key industries. As a consequence, Nigeria is facing challenges in meeting the demands of its growing economy and addressing environmental issues, ultimately impeding its progress towards sustainable development goals.

Purpose of the Study

The general purpose of the study was to investigate stakeholders' perception of technical, vocational education and training for improving economic development and sustainability in Nigeria. Specifically, the study achieved the following:

1. To assess the current stakeholders' perception of TVET in Nigeria
2. To identify the factors that contribute to undervaluation of TVET in Nigeria.
3. To examine the impact of stakeholders' perception on the investment in TVET programs in Nigeria.
4. To explore the implications of the negative stakeholders' perception of TVET on the availability of skilled workers in key

industries and economic sustainability in Nigeria.

Research Questions

The following research questions guided the study:

1. What are the prevailing stakeholders’ perceptions of TVET in Nigeria?
2. What factors contribute to the undervaluation of TVET skills among Nigerian stakeholders?
3. How does stakeholders’ perception influence the investment in TVET programs in Nigeria?
4. What is the impact of negative stakeholders’ perception of TVET on the availability of skilled workers in key industries and economic sustainability in Nigeria?

Methodology

The study adopted a descriptive research design. The study was carried out in Lagos state, Nigeria. The target population consisted of 500 individuals, from which a sample size of 350 was selected. This sample included 50 policymakers (NCCE/FME), 69 religious’ worshippers (from both churches and mosques), 70 industry professionals and parents, 46 TVET lecturers, 64 technical school students, and 51 conventional secondary school students. A structured questionnaire with five-point Likert scale featuring 61 items was used to gather quantitative data regarding stakeholders’ perceptions of vocational and technical

education. Each question had five response options of Strongly Agree (SA=5), Agree (A=4), Undecided (U=3), Disagree (D=2), and Strongly Disagree (SD=1).

The instrument used in the study was validated by three experts in the Electrical and Electronics Department, another one in Home Economics Education, and the last in the Agricultural Education Department, Federal College of Education (Tech) Akoka. The internal consistency of the questionnaire was assessed using the Cronbach Alpha reliability method, which yielded a reliability coefficient of 0.85. The copies of the questionnaire were administered on the respondents by six research assistants, who were properly briefed on the process of distribution and subsequent collection of the instruments for data analysis.

Data collected were analyzed using the Mean to answer research questions, while standard deviation was utilized to gauge the dispersion of responses relative to the mean. Items with a mean score of 3.0 or above were considered as agreed, whereas those below 3.0 were considered disagreed. Additionally, items with a standard deviation of less than 1 from the mean value were deemed to have very good responses, indicating a strong consensus among respondents.

Research Question 1

What are the prevailing societal perceptions of TVET in Nigeria?

Data for answering research question 1 are presented in Table 1

Table 1: Mean Responses and Standard Deviation of Respondents on the prevailing societal perceptions of TVET in Nigeria

S/N	Item Statements	Percentage (%)	Mean (X)	Std dev.	Remark
1	TVET is important to economic development in Nigeria	77.14	4.09	0.82	Agreed
2	TVET is a viable career path for Nigerian youth	80.00	4.03	0.85	Agreed
3	TVET is supported and adequately funded in Nigeria	31.43	2.63	1.14	Disagreed

4	The quality of TVET in Nigeria is high compared to other conventional education systems	34.29	2.74	1.07	Disagreed
5	The perception of most Nigerians about TVET is negative	12.86	2.13	0.93	Disagreed
6	TVET is supported by government but stakeholders undermine its values	51.43	3.31	0.99	Undecided
7	TVET faces dual challenges of funding and perception	85.71	4.36	0.48	Agreed
8	TVET plays an important role in bridging skills gap in Nigeria but is still undervalued	77.14	4.03	0.82	Agreed
9	In Nigeria, TVET is recognized by some sectors while some do not	60.00	3.57	0.85	Undecided
10	TVET struggles with recognition in Nigeria despite its contribution to economic development	85.71	4.17	0.52	Agreed
11	Inadequate publicity	48.57	3.23	0.88	Undecided
12	Poor funding	85.71	4.36	0.48	Agreed
13	Qualifications required for school entrance	45.71	3.14	0.93	Undecided
14	Lack of proper motivation	62.86	3.67	0.90	Undecided
15	Stakeholders' perceptions of TVET positively impact economic development in Nigeria	45.71	3.23	0.85	Undecided
16	Stakeholders' perceptions of TVET negatively impact economic development in Nigeria	88.57	4.53	0.62	Agreed

Table 1, shows these results, the analysis indicates that statements 1, 2, 7, 8, 10, 12, and 16 garnered strong agreement, with mean scores ranging from 4.03 to 4.53. This suggests that respondents acknowledge the vital role of Technical and Vocational Education and Training (TVET) in fostering economic development and addressing the skills gap, as well as recognizing the detrimental effects of societal perceptions on economic progress in Nigeria. Conversely, statements 3, 4, and 5 received low mean scores of 2.63, 2.74, and 2.13, indicating disagreement with their implications. Additionally, statements 6, 9, 11, 13, 14, and 15 reflect varied opinions regarding the challenges confronting TVET, particularly in

terms of funding and public perception. Although there is general recognition of the importance of TVET, the ongoing struggle for stakeholders' acceptance is apparent, as shown by moderate agreement rates with mean scores between 3.14 and 3.67. The findings underscore the urgent need for initiatives aimed at enhancing the quality and visibility of TVET to counteract negative perceptions and to improve funding and recognition.

Research Question 2

What factors contribute to the undervaluation of TVET skills among Nigerian stakeholders?

Data for answering research question 2 are presented in Table 2

Table 2: Mean Responses and Standard Deviation of Respondents on the factors contribute to the undervaluation of TVET skills among Nigerian stakeholders.

S/N	Item Statements	Percentage (%)	Mean (X)	Std Dev	Decision
18	TVET is perceived as being of lower academic status	71.43%	3.94	1.11	Agree
19	Lack of awareness about the benefits of vocational and technical skills	77.14%	4.09	1.07	Agree
20	Cultural biases towards certain types of education	60.00%	4.00	1.05	Agree
21	Limited career opportunities for vocational and technical graduates	77.14%	4.13	1.11	Agree
22	Insufficient investment in vocational and technical education	85.71%	4.36	0.93	Agree
23	Vocational and technical skills are often underrepresented in media	80.00%	4.09	1.12	Agree
24	Stereotypes associate vocational skills with lower socioeconomic status	82.86%	4.26	1.01	Agree
25	Positive portrayals of TVET skills are often in exceptional stories	77.14%	4.00	1.04	Agree
26	Media highlights shortcomings in TVET institutions	85.71%	4.33	0.94	Agree
27	Undervaluing vocational skills leads to a skills gap	82.86%	4.20	1.07	Agree
28	Nigeria's economy relies heavily on volatile oil and gas revenues	87.14%	4.39	0.85	Agree
29	Undervaluing TVET skills leads to less diversification	80.00%	4.16	1.10	Agree
30	Undervaluing TVET results in poor infrastructure projects	85.71%	4.36	0.94	Agree
31	Undervaluing vocational skills perpetuates income inequality	80.00%	4.13	1.10	Agree

In Table 2, the perception of Technical and Vocational Education and Training (TVET) as having a lower academic status is supported by a mean score of 3.94, reflecting a notable stigma associated with vocational education compared to traditional academic disciplines. High agreement on statements addressing cultural biases and lack of

awareness, with mean scores of 4.09 and 4.00, indicates a collective recognition of the need to promote the benefits of vocational skills and combat stakeholders' stereotypes. Additionally, statements regarding limited career opportunities and inadequate investment in TVET received mean scores of 4.13 and 4.36, emphasizing the urgent need

for increased resources. Respondents also expressed concerns about media representation, noting that TVET skills are often underrepresented and tied to negative stereotypes, with mean scores ranging from 4.00 to 4.39. Nigeria’s reliance on volatile oil and gas revenues further complicates these issues, as it exacerbates the undervaluation of TVET and contributes to a significant skills gap and poor infrastructure. Consequently, this environment leads to a lack of recognition for the successes of individuals trained in

vocational fields in mainstream media, fostering an unstable economic foundation that hinders diversification and ultimately results in broader socio-economic repercussions associated with neglecting vocational education.

Research Question 3

How does stakeholders’ perception influence the investment in TVET programs in Nigeria?

Data for answering research question 3 are presented in Table 3

Table 3: Mean Responses and Standard Deviation of Respondents on Stakeholders’ Perception Influence the Investment in TVET Programs in Nigeria

S/N	Item Statements	Percentage (%)	Mean (X)	Std. dev.	Decision
33.	Positive perceptions lead to increased investment	80.00	4.20	0.78	Agree
34.	Negative perceptions lead to decreased investment	74.29	4.09	0.70	Agree
35.	Societal perceptions have no impact on investment	7.14	1.64	0.77	Disagree
36.	Funding allocated to TVET depends on stakeholders’ attitudes	77.14	4.07	0.75	Agree
37.	Government initiatives are influenced by public perception	77.14	4.04	0.75	Agree
38.	Stakeholders’ support fosters collaborations for improving TVET offerings	74.29	3.97	0.73	Agree
39.	Investments in TVET influenced by stakeholders’ attitudes	80.00	4.17	0.75	Agree
40.	Stakeholders’ attitudes impact perceived value of graduates	80.00	4.20	0.78	Agree
41.	Private sector's perception influences investment	74.29	4.06	0.69	Agree
42.	Negative perceptions influence investment	40.00	2.89	0.89	Undecided
43.	No influence of perception on investment	34.29	2.74	0.79	Undecided
44.	Effectiveness of TVET is very high	71.43	3.97	0.70	Agree
45.	TVET graduates are relevant in their field of practice	80.00	4.17	0.75	Agree
46.	TVET programs make quality contributions to the economy	74.29	4.00	0.70	Agree

In Table 3, statements 33 and 34, with mean scores of 4.20 and 4.09, indicate that a majority of respondents believe positive stakeholders' perceptions can enhance investment in Technical and Vocational Education and Training (TVET), while negative perceptions can lead to reduced funding; however, there is no clear consensus on the beneficial impact of these perceptions. Statements 35, 36, and 37 demonstrate strong skepticism regarding societal attitudes, particularly highlighted by the low mean score of 1.64 for the assertion that " stakeholders' perceptions have no impact on investment," underscoring the belief that public attitudes significantly affect funding decisions. Additional results, with mean scores ranging from 4.04 to 4.07, consistently show that funding allocation and government initiatives are perceived to be linked to public opinion. Statement 38, with a mean score of 3.97, suggests that stakeholders' support is vital for fostering collaborations to enhance TVET, although negative attitudes can hinder this process. While Statements 41, 44, and 45 generally reflect agreement on the effectiveness of TVET and the relevance of its graduates (mean scores between 3.97 and 4.17), an overarching pessimism regarding

perceptions and investments persists. Furthermore, a median response of 4.06 regarding private sector influence on investment reflects recognition of stakeholders' attitudes' impact. Statements 42 and 43 yield lower mean scores of 2.89 and 2.74, indicating ambivalence about the influence of negative perceptions. Lastly, Statement 47's mean score of 1.34 suggests strong disagreement with the notion of no loss in ROI for TVET, highlighting perceived inefficiencies that may deter investment. The table 3, also reveal a complex relationship between stakeholders' perceptions and investment in TVET. While there is a recognition of the positive impact that favorable attitudes can have on investment, the overwhelming sentiment reflects concern about existing negative perceptions of TVET.

Research Question 4

What is the impact of negative stakeholders' perception of TVET on the availability of skilled workers in key industries and economic sustainability in Nigeria?

Data for answering research question 4 are presented in Table 4

Table 4: Mean Responses and Standard Deviation of Respondents on the impact of negative societal perception of TVET on the availability of skilled workers in key industries and economic sustainability in Nigeria

S/N	Item Statements	Percentage (%)	Mean (X)	Std. dev.	Decision
48	Negative Stakeholders' Perception of TVET leads to a shortage of skilled workers	85.71	4.30	0.63	Agree
49	Negative Stakeholders' Perception of TVET limits the interest of individuals in pursuing careers in key industries	85.71	4.33	0.63	Agree
50	Negative Stakeholders' Perception of TVET hinders the growth and innovation of key industries	82.86	4.17	0.72	Agree
51	Negative Stakeholders' Perception of TVET has no impact on Industries in Nigeria	17.14	2.29	0.67	Disagree

52	Oil and Gas industry is most affected by the negative stakeholders' perception of skilled workers in Nigeria	85.71	4.36	0.63	Agree
53	Information Technology industry is most affected by the negative stakeholders' perception of skilled workers in Nigeria	77.14	4.09	0.72	Agree
54	Healthcare industry is most affected by the negative stakeholders' perception of skilled workers in Nigeria	82.86	4.21	0.67	Agree
55	Manufacturing industry is most affected by the negative stakeholders' perception of skilled workers in Nigeria	80.00	4.13	0.69	Agree
56	Agriculture industry is most affected by the negative stakeholders' perception of skilled workers in Nigeria	74.29	4.00	0.70	Agree
57	Construction industry is most affected by the negative stakeholders' perception of skilled workers in Nigeria	71.43	3.91	0.69	Agree
58	Enhancing vocational and technical training programs can address the impact of negative stakeholders' perception on the availability of skilled workers in key industries	85.71	4.36	0.63	Agree
59	Promoting industry partnerships for skills development can address the impact of negative stakeholders' perception on the availability of skilled workers in key industries	85.71	4.33	0.63	Agree
60	Changing curriculum to align with industry needs can address the impact of negative stakeholders' perception on the availability of skilled workers in key industries	80.00	4.21	0.68	Agree
61	Increasing awareness about career opportunities in key industries can address the impact of negative stakeholders' perception on the availability of skilled workers in key industries	88.57	4.37	0.64	Agree

In Table 4, statements 48 to 50 and 52 to 60 underscore a strong consensus among respondents regarding the detrimental effects of negative societal perceptions on Technical and Vocational Education and Training (TVET) and the availability of skilled labor, with mean scores ranging from 4.30 to 4.21. This indicates a significant majority agreement

that these perceptions contribute to a shortage of skilled workers, particularly affecting key sectors such as Oil and Gas (mean score 4.36), Information Technology (mean score 4.09), and Healthcare (mean score 4.21). This prioritization highlights that stakeholders view these industries as critical in relation to vocational training effectiveness and

workforce quality. In contrast, statement 51, which asserts that negative societal perceptions of TVET have no impact on industries in Nigeria, received a notably lower mean score of 2.29, with most respondents disagreeing, reinforcing the notion that such perceptions are indeed consequential. Additionally, statements 58 to 61 propose actionable solutions to enhance the perceived value of TVET, including improving training programs, promoting industry partnerships, aligning curricula with industry needs, and increasing career awareness, all of which received high mean scores between 4.43 and 4.55, signaling collective agreement on their effectiveness in addressing labor challenges linked to negative societal perceptions.

The data suggests a critical awareness of the relationship between stakeholders' attitudes toward TVET and the workforce landscape in Nigeria. There is a clear recognition that negative perceptions contribute significantly to a dearth of skilled workers, especially in key sectors such as Oil and Gas, IT, and Healthcare. The respondents overwhelmingly support multiple strategies designed to enhance the credibility and attractiveness of vocational training.

Discussion and Findings

This study's findings strongly support the role of Technical and Vocational Education and Training (TVET) as a crucial driver of economic development in Nigeria, despite ongoing challenges stemming from stakeholder perceptions that hinder its effectiveness. A significant stigma associated with TVET is highlighted by a mean score of 3.94, with respondents pointing to cultural biases, limited career prospects, and insufficient investment in vocational education. This emphasizes the urgent need for increased resources and better media representation to reshape the perception of TVET. In line with these findings, Francis et al. (2021) noted that countries like Nigeria,

facing economic distress, contend with the repercussions of neglecting TVET and recommended a curriculum review to better align it with the needs of local industries. Respondents believe that positive stakeholders' perceptions can significantly boost investment in TVET, as indicated by mean scores of 4.20 and 4.09 the findings of. Conversely, skepticism remains evident, particularly illustrated by a low mean score of 1.64 for the statement suggesting that stakeholders' perceptions do not influence funding. This finding stresses the critical belief that public attitudes play a significant role in investment decisions related to vocational training. While a substantial number of respondents recognize the benefits of TVET, negative societal attitudes continue to impede progress and investment.

Moreover, a strong consensus emerged regarding the detrimental effects of negative perceptions on both TVET and the skilled labor market, with mean scores ranging from 4.21 to 4.30 for relevant statements. Respondents linked these perceptions to a significant shortage of skilled workers, particularly in key sectors such as Oil and Gas (mean score 4.36), Information Technology (4.09), and Healthcare (4.21). Shortage of skilled workers is part of the submissions of Francis et al. (2021). In stark contrast, a statement asserting that negative perceptions have no impact on industries received a low mean score of 2.29, further emphasizing the perceived consequences of stakeholders' attitudes.

Additionally, there was collective agreement on the importance of actionable solutions to enhance the value of TVET, with scores between 4.43 and 4.55. This indicates a shared commitment among respondents to improve training programs and foster industry partnerships that aim to address labor challenges linked to negative stakeholders' perceptions. In corroboration to this findings Igbokwe e al (2023) submitted inadequate

collaboration between stakeholders in TVET programmes in an article titled “perception of stakeholders on the impact of SIWES on the proficiency of TVET students on Agro-based industries” while Tekle, et al (2024). Emphasized the need of involving stakeholders in policy formulation. Hence, the findings reveal a critical awareness of the relationship between stakeholders’ attitudes and the workforce landscape in Nigeria, highlighting the need for strategic initiatives to strengthen the credibility and attractiveness of vocational training.

Conclusion and Recommendations

In conclusion, this study highlights the essential role of Technical and Vocational Education and Training (TVET) in driving economic development in Nigeria, while also revealing the significant challenges posed by societal perceptions. The persistent stigma surrounding TVET, driven by cultural biases and inadequate investment, highlights the urgent need for strategic actions to transform these perceptions and foster a more supportive environment for vocational education.

To enhance the effectiveness and appeal of TVET, the following recommendations are proposed:

1. Launch comprehensive public awareness campaigns aimed at reshaping societal attitudes towards TVET. These initiatives should highlight success stories, the potential for career advancement, and the critical role of skilled labor in economic sectors.

2. Improve media representation of TVET by collaborating with journalists and content creators to portray vocational training in a positive light. This can involve featuring successful TVET graduates and showcasing the innovative aspects of vocational programs.
3. Advocate for increased investment in TVET institutions to upgrade facilities, develop modern curricula, and offer better training programs. This investment should also focus on areas earmarked as critical for economic growth, such as Oil and Gas, Information Technology, and Healthcare.
4. Strengthen collaborations between TVET institutions and industry stakeholders to ensure that training programs align with current market needs. Such partnerships can facilitate internships, job placements, and curriculum development that reflects labor market demands.
5. Encourage policymakers to create frameworks that support TVET initiatives, including funding programs that incentivize businesses to invest in vocational training. Legislative measures could further bolster the reputation and funding of TVET systems.
6. Implement systematic evaluations of TVET programs to ensure they meet educational and market standards. Continuous feedback from industry leaders and graduates can inform necessary adjustments in training approaches.

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