

Enhancing the Role of TVET Educators in Driving Innovation and Grassroots Development in Nigeria amidst Global Economic Challenges

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Abstract

The study examined the roles of TVET educators, the obstacles they encounter in promoting grassroots development, the strategies they can adopt to navigate the current economic challenges, the impact of partnerships with local industries and how policy change can strengthen these roles as agents of innovation and grassroots development. The study was a descriptive survey carried out using 5 Likert point instrument that was designed to cover all the research questions. The study population is all TVET secondary school educator in Ogun State however the sample population comprises of thirty-one TVET secondary school educators who teach technical subjects. The result was analysed using SPSS. The finding shows that (i) TVET educator have the capacity to drive innovation and development at grassroots level (80% of the respondents) but 100% believes they need to update their skills regularly. It was also discovered that though underfunding is a major obstacle (100%), obsolete curriculum is also a major mitigator (90%). Another finding is that for grassroots sustainable development to be achieved educators must have access to online resources that support skills development (93.34%). All the respondent also acknowledged that partnership and exchange programme is a key strategy to increase competence and funding. However, 96.67% opined that to have an ideal policy that will make an impact, all stakeholders must be involved in its formulation. In the light of these findings the following recommendations were made: (i) To fulfil their roles, TVET educator must develop personal interest in self development (ii) teaching method must shift from teacher centred to learning centred and that lessons should be more of activities rather than sedentary. (iii) community engagement is a necessary and teachers should a forum where they engage the community, (iv) To have their voices heard, TVET educator must have a strong advocacy association (v) they must leverage on Parents and Teachers Association as partner for grassroots development. In summary, this paper examines the challenges faced by TVET educators, including inadequate funding, outdated curricula, and limited professional development opportunities. Through a comprehensive analysis of the findings, this paper advocates for strategic investments in TVET education, policy reforms, and capacity-building initiatives to empower educators and maximize their potential as catalysts for sustainable development. The findings also underscore the necessity of a robust TVET system to navigate economic uncertainties and promote inclusive growth in Nigeria.

Keywords: TVET educators, innovation, grassroots development, Nigeria, global economic challenges.

Introduction

Education is the oldest of all human enterprises. It has always been the vehicle through which cultures, norms, values, skills, and traditions were passed from one generation to another. Yekini (2013) defines education as a procedure of obtaining

knowledge, skills, attitudes, interests, abilities, competence, and the cultural norms of society by people and transmitting this life to the coming generations to enhance the perpetual development of society. According to Eze and Onwusa (2021), the prime purpose of any education was to profit

society rather than the individual. This could only be achieved by preparing individuals for life's responsibilities.

The main actors in the educational process are the teacher, who is also referred to as the educator, the learner, and the content. Teachers are a group of people who provide the training necessary for their learners to develop the appropriate skills and potential to become productive members of their community, especially at the grassroots. Ancient records are filled with inexhaustible works of literature on the incredible role teachers have played in ensuring the growth and development of various generations. The status of teachers in the pre-independence era was very honourable. The teacher has the greatest role in moulding the future of any country, and of all professions, teachers are the ones who decide whether a nation will prosper or not (Uttam & Sambhu, 2017).

The journey of Nigeria into prosperity has been a challenging one; the recent economic outlook of the country right after the COVID-19 global pandemic has been very disappointing, with high inflation, soaring food prices and cost of living, and unemployment on the increase (National Bureau of Statistics, 2024), there is an urgent need for intervention particularly at the grassroots level. The best form of such intervention is education, especially the type that provides skills and competence that would lead to productivity, development and self-reliance; that type of educational system is Technical Vocational Education and Training (TVET). Through the dynamic roles of technical educators, TVET is an ideal educational intervention that has the propensity to urgently reverse the negative trajectory of Nigeria's economic woes.

The roles performed by TVET teachers or educators can directly determine economic development at the grassroots level in Nigeria. As agents of innovation and development, they are instrumental in equipping students with the skills and knowledge necessary to contribute meaningfully to the nation's progress.

Therefore, this paper examines the multifaceted role of TVET teachers or educators in Nigeria, highlighting their significance in fostering innovation and promoting development at the local and national levels.

A TVET teacher is one who has undergone an educational training process that has equipped him with the necessary qualifications, appropriate skills and adequate knowledge of pedagogy, principles of learning, instructional methodologies and mastery of innovations ideal for imparting technical skills, competencies and entrepreneurial – ability to the learner. After all, the foundation of TVE is based on the philosophy that the individual(s) who partake becomes a productive citizen, self-employed and self-reliant (Eze & Onwuro, 2021). To achieve this philosophy, TVET educators must be highly skilled and competent.

Uddin (2019) states that TVET teachers or educators play a fundamental role in determining Nigeria's economic development, especially at the grassroots level. Nigeria's economic and social development hinges on the quality of its educational system, which in turn depends on the calibre of its teachers (Adetayo & Amede, 2021). These educators are critical agents in this process, as they impart the practical skills and knowledge necessary for Nigeria to achieve technological and industrial advancement. (Saulawa, 2014).

Recent studies have emphasised the necessity for teachers to deliver instruction in vocational skills, attitudes, understanding, and knowledge related to various occupations in the Nigerian economy (Abraham & Leigha, 2012). This is crucial, as modern education envisions the achievement of scientific and technological advancement for economic growth, poverty reduction and grassroots development (Abraham & Leigha, 2012).

As drivers of innovation and development at the grassroots level, the crucial roles of TVET educators are instrumental in equipping the youth with the necessary skills and knowledge to contribute

to the country's scientific and technological advancement as well as economic development, especially in this challenging era (Kamar & Matazu, 2018). The critical part they play includes effective integration of educational technology in training and research which is essential for enhancing service delivery in TVET educational settings (Laleye, 2015) in this regard, as they can leverage various technological tools and resources to create a learner-centred instructional environment. This shift from a teacher-centred to a learner-centred approach is crucial in equipping students with the 21st-century knowledge and skills they need to thrive. According to Prosser (1914) in Eze & Onwusa (2021), TVET would be effective only to the extent that it allows each individual to maximize their interests, aptitudes, and inherent intelligence to the fullest potential. Furthermore, the importance of technical teachers in understanding the potential of their students and delivering tailored technical vocational education training content that suits their needs cannot be overstated. Therefore, a paradigm shift is necessary in the production of vocational and technical education teachers, as the current "talk-and-chalk" approach fails to adequately prepare students for real-world situations.

For TVET educators to be relevant in today's globalizing world, where economic markets are transitioning from local to global stages, resulting in intense competition and economic development, they need to shed the old methods of building capacity and embrace a modern technological learning environment. Globalization is fuelling the demand for expertise and a high-quality workforce across various sectors of society, prompting a renewed focus on the development of technical and vocational education, therefore TVET teacher themselves need to develop their capacities to create novel and innovative methods that would match up with the needs of post-modern society and adequately prepare their learners for the digitalised and technology-driven 21st-century socioeconomic reality.

However, the current state of vocational and technical education in Nigeria is not encouraging this is because a lot of qualified vocational and technical education teachers are either unemployed or under-employed while many less qualified and inexperienced individuals are employed to teach TVET programmes, courses, trades or subjects.

To address this issue, there is a need to align the practice of technical education with the policies and objectives set forth by the government. Concerted efforts must be made to revamp the vocational and technical education sub-sector, including the development of teachers' capacity through comprehensive training and professional development programs. (Adetayo & Amede, 2021). TVET educators are uniquely positioned to bridge the gap between theory and practice so as to transform the lives of students at the grassroots level. The TVET teacher in Nigeria serves as a catalyst for innovation and the roles they play include but are not limited to:

Equipping Students with Technical Skills

TVET educators provide students with hands-on experience and practical knowledge that are essential for success in today's competitive job market. They teach a wide range of technical skills, including Auto mechanics, bricklaying, draughting, welding and fabrication, carpentry, electronics, computer graphics design, and agricultural practices, software development just to name a few. Eze and Onwusa (2021) stated that for TVET to be effective teachers must train learners in the exact ways the occupation procedure would be, using the same tools and technique they would meet and use at the work place, and that the conditions of the learning environment must reflect the work environment. If TVET educators are ignorant of the modern technologies and innovations, realities and challenges of today's work environment, how can the learner be better prepared?

Fostering Creativity and Innovation

Innovation is the implementation of new or significantly improved methods of instruction, product (good or service) or

process, a new marketing method, or a new organisational method in business practices, or workplace organisation (OECD, 2005). Technical teachers create a conducive learning environment that encourages creativity and innovation. Here, Eze and ONwusa (2021), believe that for TVET to be effective in the life of the students, lesson contents must challenge students to think critically, problem-solve, and develop innovative solutions to real-world problems.

Promoting Entrepreneurship

TVET teachers are instrumental in providing hands-on training and equipping students with the necessary knowledge and skills required to become successful entrepreneurs (Dubey et al., 2012) (Liao et al., 2022). By teaching them practical skills and business concepts the students can be empowered to start business hubs and contribute to the economy. TVET education can help students understand business opportunities, utilize existing resources, and cope with uncertainty in the rapidly evolving technological landscape. (Liao et al., 2022).

Addressing Socioeconomic Challenges

Technical educators can help to address the socioeconomic challenges faced by Nigeria. By providing students with the skills and knowledge they need to secure employment or become self-reliant. These graduates can also contribute to poverty reduction and economic growth. Minimise crime rates and be able to fend for themselves and become productive members of their grassroots society.

Despite the huge potential of TVET and the crucial roles its educators can play in shaping the workforce of today and tomorrow, reducing abject poverty, hunger and joblessness (Eze, 2013); and also, notwithstanding the good intentions of successive Nigerian governments about TVET programmes, TVET trainers are still fraught with many challenging factors contribute to the decline in their morale, impacting their effectiveness and overall job satisfaction (Okoye & Arimonu, 2016). Some of the challenges faced by TVET educators include:

Lack of Professional Development and Career Advancement

Opportunities for professional growth and development among TVET educators are often limited. Without access to continuous learning, skill enhancement and clear pathways for advancement, educators may feel stuck in their roles and stagnant in their careers leading to frustration and disengagement.

Insufficient Work-Life Balance, heavy Workloads and Burnout

The demands of teaching, coupled with administrative responsibilities, and excessive workloads can encroach on personal time, leading to an imbalance between work and life. This often results in burnout, reducing educators' enthusiasm and energy for their work and decreasing job satisfaction.

Lack of Respect, Recognition and Student Negative Behaviour

TVET educators frequently face a lack of respect and recognition from parents, society and even within the educational system. Also, managing difficult student behaviour and discipline issues can be stressful and exhausting. Without adequate support, educators may struggle to maintain a positive classroom environment. This can diminish their sense of professional pride and motivation.

Inadequate Funding, Instructional Resources and Facilities

Insufficient funding for TVET programmes can limit instructional resources, training opportunities, and overall quality of TVET programmes. Due to a lack of proper funding, institutions that are designated as TVET-based institutions are in a shamble with dilapidated structures, outdated instructional resources such as equipment, machines, facilities and even absence or shortage of training personnel. Funding is indeed a major obstacle in the path of TVET progress. Adequate funding is essential for the sustainability and effectiveness of TVET education.

Outdated TVET Curriculum, and Policy

Another major hurdle confronting TVET institutions in Nigeria is outdated curriculum. TVET suffers ineffectiveness due to archaic and second-hand policies (copy-paste policies from abroad) obsolete curriculum and teaching resources and facilities. This hampers the ability of TVET teachers to deliver effective training and also renders TVET graduates incompetent. Many manufacturers have to import expatriates from abroad (many of whom are TVET graduates themselves) to manage the production operations in the factories effectively. A situation that can be demoralizing for the educators.

Poor Leadership, Ineffective Evaluation and Support Systems

Ineffective school leadership and lack of administrative support can create a challenging work environment. Furthermore, when performance evaluation systems are perceived as unfair or ineffective the situation can lead to serious apathy and demotivation among educators. TVET teachers need to feel supported and valued therefore, strong leadership, constructive feedback and fair assessments are essential for their professional development.

Lack of Mentorship, Insufficient Networking Opportunities and Weak Sense of Community

Though the lack of a supportive and collaborative community within the TVET institution can lead to feelings of isolation, however, the absence of mentorship and guidance especially for those new to the profession combined with limited opportunities for networking and collaboration with peers can hinder professional growth and innovation. While mentorship is crucial for professional growth and confidence, networking is vital for sharing best practices and staying updated with industry trends.

Lack of Incentives and Rewards, Inadequate Compensation and Poor Benefits

TVET educators often receive lower salaries, and their responsibilities require

more compared to their counterparts in other educational fields, this disparity can lead to financial stress and a feeling of undervaluation. Also, inadequate benefits and the absence of incentives and rewards for outstanding performance can lead to a lack of motivation and further diminish job satisfaction. Recognizing and rewarding excellence coupled with Comprehensive benefits is key to maintaining high morale for the overall well-being of educators.

Addressing these issues is a strategy for improving the morale of TVET educators. By providing adequate compensation, professional development opportunities, and a supportive work environment, TVET educators will remain motivated and committed to their vital responsibilities in education and national development. To enhance the role of technical educators in Nigeria, the following strategies can also be implemented:

Policies and Investment in Technical Education

The government should increase funding for technical education to ensure that schools and colleges have the resources they need to provide a quality education. Also, technical institutions should seek appropriate permission to create businesses that can serve the general public. Why shouldn't a technical college, polytechnic or a technical department of a university have a mechanic, welding, carpentry or electrical workshop where apart from practical, people from the community can contract work to them? How can TVET as an educational system that prides itself on education for self-reliance cannot itself be self-reliant? There should be policies that apart from TVET students going for attachment should mandate TVET schools open up their workshops and laboratories also for public service and raising of funds to sustain themselves.

Improve Teacher Training/Professional Development

Technical educators should be provided with ongoing professional development opportunities to keep their skills up-to-date and improve their teaching

methods. Where this is not available, the educators themselves should at their level strive to develop their capacity through in-house seminars, quid-pro-quo workshops (inter-personal collaboration) and self-development research. The internet is full of resources that can assist educators who desire to self-develop their capacity in practical skills, research, and pedagogical techniques for courses or lessons content delivery and of course in any field of technology.

Develop a Relevant and up-to-date Curriculum

The curriculum in technical schools and colleges, polytechnics and universities should be regularly reviewed and updated to reflect the needs of the present social challenges, job markets and current technological trends and also be able to solve the current economic challenges of the country. How can Nigeria catch up and benefit from the ever-evolving technological ecology, when the nation's educational curriculum is developing at a snail speed while global economy and technologies are evolving super rapid speed? Prosser (1914) in Eze & Onwusa (2021) maintained that for vocational education to be effective, what is taught in the classroom must be a replica of the reality in the society.

Promote Public-Private Partnerships

Public-private partnerships can help to provide technical teachers with access to current trends in manufacturing and construction processes, resources, and expertise, up-to-date best practices, and job opportunities. For vocational education to be effective, the process in which the learner would meet in the factory must be simulated in the school where he/she is trained (Prosser, 1914 in Eze & Onwusa, 2021). The advantage of public-private collaborations supersedes just material and resource benefits. It must include skills development training, technical exchange, processes adaptation and research collaboration between industrial players and TVET educators.

Statement of the Problem

As Nigeria makes frantic efforts to achieve sustainable development and economic stability amidst global economic challenges, the pivotal role of TVET educators in driving innovation and fostering grassroots development often faces barriers such as inadequate resources, outdated curricula, and limited professional development opportunities. The socio-economic landscape in Nigeria, characterized by high unemployment, poverty, and corruption, further complicates the efforts of TVET educators. Weak partnerships between TVET institutions and local industries also restrict the practical application of skills and knowledge, hindering the impact of TVET programs on local communities. This research seeks to examine and address these challenges; to empower TVET educators and how to enhance their contribution to Nigeria's sustainable development.

Research Objectives

The main objective of this study is to examine how enhancing the roles of TVET educators would improve innovation and grassroots development efforts, but the specific objective of the study is to examine:

1. The current roles of TVET educators in driving innovation within Nigerian educational institutions and grassroots communities.
2. TVET educators' primary obstacles in promoting grassroots development in a globally challenging economic landscape.
3. The strategies TVET educators can adopt to navigate and mitigate the impact of global economic challenges on grassroots development.
4. What effective partnerships between TVET institutions and local industries can foster innovation and sustainable development.
5. How policy changes are necessary to strengthen the role of TVET educators in promoting innovation.

and grassroots development in Nigeria.

Research Questions

The following questions would guide this study:

1. What are the current roles of TVET educators in driving innovation within Nigerian educational institutions and grassroots communities?
2. What are the primary obstacles faced by TVET educators in promoting grassroots development in a globally challenging economic landscape?
3. What strategies are TVET educators adopting to navigate and mitigate the impact of global economic challenges on grassroots development?
- 4.
5. How can effective partnerships between TVET institutions and local industries foster innovation and sustainable development?
6. What policy changes are necessary to strengthen the role of TVET educators in promoting innovation and grassroots development in Nigeria?

Methodology

The study is a descriptive survey that is carried out using a self-generated 5-point Likert scale research instrument (questionnaire) titled The Roles of TVET Educators Rating Scale (TRTERS). The instrument has five tables with each table addressing one research objective. Five item statements were formulated for each of the five tables and the statements were based on the research objective. The study population was all TVET Secondary School educators who specifically teach technical subjects in Ogun state, however through the ethics of voluntary participation, only thirty-one teachers volunteered thereby forming the sample population and all of them participated in the study. The instrument was distributed by the researcher and retrieved immediately they were responded to. The result was analysed using the SPSS Statistical application.

Results

Research Question 1

What are the current roles of TVET educators in driving innovation within Nigerian educational institutions and grassroots communities?

The Data for answering the above research question is presented in table 1.

Table 1: The current roles of TVET educators in driving innovation within Nigerian educational institutions and grassroots communities

ITEM STATEMENT	SA %	A %	UD %	D %	SD %
TVET educators in Nigeria are competent enough to drive innovation and development at the grassroots	40.00	40.00	3.33	16.67	.00
For TVET to thrive and provide the necessary skills for a modern workforce, teachers need to regularly update their knowledge skills and competence	73.33	26.67	.00	.00	.00
The current global economic challenge is impeding TVET educators' capacity as agents of innovation and development	43.33	46.67	3.33	3.33	3.33
The Internet is not a reliable source for TVET educators to access resources for personal and professional development and empowerment"	20.00	13.33	6.67	33.33	26.67
TVET educators enhance their competence and capacity by engaging in grassroots communities' economic development and empowerment programmes	40.00	56.67	.00	3.33	.00

From Table 1, It can be observed that 80% of respondents believe that TVET

educators in Nigeria are competent enough to drive innovation and development in grassroots communities however, the current global economic challenge is impeding their capacity (90%). However, for TVET to thrive and provide a modern workforce, all respondents (100%) believed that TVET educators must regularly update their skills and competence. It should also be noted that though 33.33% of respondents agree that the Internet is a reliable source of professional development for TVET educators, 60% do not see the Internet as a reliable source. Again, 96.67% of respondents' perception is

that one-way TVET educator can enhance their capacity and competence is through community engagement. This is in line with an earlier assertion that TVET teachers are instrumental in providing hands-on training and equipping students with the necessary knowledge and skills required to become successful and productive members of their communities (Dubey et al., 2012) (Liao et al., 2022)

Research Question 2

What are the primary obstacles faced by TVET educators in promoting grassroots development in a globally challenging economic landscape?

The data for answering this question has been presented below in table 2

Table 2: The primary obstacles faced by TVET educators in promoting grassroots development in a globally challenging economic landscape

ITEM STATEMENT	SA %	A %	UD %	D %	SD %
Underfunding is a primary obstacle faced by TVET educators in promoting grassroots development in a globally challenging economic landscape	70.00	30.0 0	.00	.00	.00
Lack of administrative/management support in TVET institutions is a major obstacle mitigating the teachers fulfilling their roles as agents of grassroots development	56.67	36.6 7	.00	6.67	.00
The infrastructural deficit in TVET institutions is NOT an obstacle that prevents educators from Achieving their objectives of fostering innovation and development"	13.33	16.6 7	6.6 7	36.6 7	26. 67
An obsolete TVET curriculum is a major challenge for educators' efforts to promote innovation and grassroots development.	50.00	40.0 0	.00	6.67	3.3 3
The lack of entrepreneurial skills among TVET educators in Nigeria is a barrier against promoting innovation and grassroots economic development."	36.67	43.3 3	10. 00	10.0 0	.00

In Table 2, all the respondents acknowledged that underfunding is a primary obstacle faced by TVET educators, but 90% agreed the obsolete curriculum is a major obstacle to their roles. Surprisingly, 33.34% believed that infrastructural deficit does not constitute an obstruction to the objectives of educators however, 80% believe that lack of entrepreneurial skills can be a challenge to the TVET educators, roles as drivers of innovation and economic development.

These perceptions point out the fact that indeed TVET trainers are fraught with many challenging factors that contribute to the decline in their morale, impacting their effectiveness and overall job satisfaction (Okoye & Arimonu, 2016).

Research Question 3

What strategies are TVET educators adopting to navigate and mitigate the impact of global economic challenges on grassroots development?

The data from respondents on below research question 3 is presented on table 3

Table 3: The strategies TVET educators can adopt to navigate and mitigate the impact of global economic challenges on grassroots development

ITEM STATEMENT	SA %	A %	UD %	D %	SD %
There are many resources available online for TVET teachers to use and develop the skills and capacity necessary for sustainable development	36.67	56.67	3.33	.00	3.33
By promoting entrepreneurial skills, TVET educators can drive sustainable development.	50.00	43.33	6.67	.00	.00
Grassroots development is enhanced further when educators encourage creativity, innovation and problem-solving skills among TVET students through learner-centred teaching methods	53.33	46.67	.00	.00	.00
To achieve sustainable development and economic resilience, TVET educators need to teach the learners modern methods of using recycled materials and processes that require minimum wastage.	53.33	36.67	10.00	.00	.00
One strategy for dealing with global economic challenges in the communities is for TVET to encourage gender balance and inclusivity in their training program	40.00	46.67	3.33	10.00	.00

Looking at Table 3, respondents (93.34%) agreed that for sustainable development to be achieved, there are many available resources online to support TVED teachers develop skills and capacity. They also believed that sustainable development can be achieved by teaching the learners sustainable processes and practices (90%) and by promoting entrepreneurial skills (93.33%). They (86.67%) also opined that one strategy for dealing with present global economic challenges is by encouraging gender balance and inclusivity in TVET. This is a point supported by Kamar & Matazu, (2018) when they say that the crucial roles of TVET

educators are instrumental in equipping the youth both males and females with the necessary skills and knowledge to contribute to the country's scientific and technological advancement as well as economic development, especially in this challenging era.

Research Question 4

How can effective partnerships between TVET institutions and local industries foster innovation and sustainable development?

Response from research question 4 is presented on the table 4 below

Table 4: What effective partnerships between TVET institutions and local industries fosters innovation and sustainable development

ITEM STATEMENT	SA %	A %	UD %	D %	SD %
TVET institution-industry partnership is beneficial only to the students.	3.33	3.33	3.3	60.0	30.0
Partnership with industries can be of immense benefit to TVET institutions because it can serve as a means of funding projects, bridging infrastructural deficits, and fostering innovation.	50.00	50.0	.00	.00	.00
Fostering partnerships with industrial key players can positively affect the quality of the TVET skills development programme.	46.67	40.0	3.3	10.0	.00
TVET educators need to participate in regular industrial exchange programmes to get acclimatized with current industrial production processes, techniques and technologies.	70.00	30.0	.00	.00	.00
There should be research synergy between TVET educators and industrial experts, this would foster innovation and economic development and deepen collaboration.	63.33	36.6	.00	.00	.00

In Table 4, 100% of the respondents perceived those partnerships between industries and TVET institutions can be a source of funding projects, and bridging infrastructural deficits. And 46.67% of the respondents agreed that such synergy can have a positive impact on the quality of the TVET skills development programme. Again 100% of the respondents also agreed that regular exchange programmes for TVET educators in the industries can help them get acclimatized with the current production processes, techniques and technologies. This point is also supported by Prosser (1914) in Eze & Onwusa, (2021) when he says, that for

vocational education to be effective, the process in which the learner would meet in the factory must be simulated in the school where he/she is trained. Therefore, when the teachers are in the know-how industrial processes are carried out, they can replicate them in the classroom.

Research Question 5

What policy changes are necessary to strengthen the role of TVET educators in promoting innovation and grassroots development in Nigeria?

The data of response for research question 5 is presented in table 5.

Table 5: How policy changes can strengthen the role of TVET educators in promoting innovation and grassroots development in Nigeria

ITEM STATEMENT	SA %	A %	UD %	D %	SD %
TVET policies in Nigeria are very relevant to addressing the current challenges of economic turmoil and the sustainable development of grassroots communities.	23.33	36.67	6.67	26.67	6.67
The current Nigerian TVET policies are relevant to the grassroots economic and sustainable development challenges.	16.67	26.67	10.00	43.33	3.33
For the Current TVET policies to be relevant in this era of economic challenges, a significant overhaul is required.	46.67	50.00	3.33	.00	.00
TVET educators are deeply involved in policy formulation in Nigeria.	13.33	10.00	3.33	43.33	30.00
To have a well-articulated and relevant TVET policy, the educators, administrators, community and industrial players need to be on a round table together to formulate an inclusive policy.	60.00	36.67	.00	.00	3.33

From Table 5, it can be observed that although 60% of respondents perceived that TVET policies are relevant to the current economic challenges and foster sustainable development however, 96.67% believed that for the current TVET policy to be relevant to the current global economic challenges, a major overhaul is required. They, also agreed that to have a well-articulated TVET policy, the educators, administrators, community representatives and industrial players need to sit at the same table to formulate an inclusive policy

Conclusion

Based on the discussion of the key findings of this study, it is without a single doubt that Nigeria can pull itself out of the deep chasm of economic uncertainty that has permeated it at present. The most effective tool to do so is education, especially technical education. Through the innovative prowess of technical educators, TVET has the potential to pull people out of unemployment; by empowering them with suitable skills and competencies, they can become employers of labour in their respective communities,

thereby bringing development to the grassroots.

The roles of TVET teachers in providing innovations and capacities that would lead to development in the grassroots communities of Nigeria are very significant. Teachers must make personal effort to develop their capacity and the use of emerging technologies this era of economic uncertainty and by equipping students with technical and practical skills that can foster innovation, and promote entrepreneurship. It is by doing so that they also contribute to the country's economic growth and social progress.

To enhance the roles of technical teachers, the government also needs to invest in technical education at all levels, especially through funds allocation, provision of instructional resources, improve teacher training not only through in-service workshops, seminars and conferences but also the international technical teachers exchange programmes, develop a relevant curriculum, up-to-date policies, and promote public-private partnerships.

Recommendations

It is in light of the forgone discussion on the present economic conditions of Nigeria, and the significant roles of TVET educators as agents of innovation and development at the grassroots, that the following recommendations were made:

1. A person cannot give what he/she does not have therefore teachers themselves must inculcate personal interest in developing their capacity, improvising ways they could add innovation in their teaching methods and be intentional in the use of online available resources such as YouTube to stir and sustain the interest of their students.
2. Technical teachers should shift the lesson centre from the teacher to the students, that is student-centred instruction and the lesson content should be more of activities rather than classroom sedentary teaching methodology. Technical education is an activity-centred education and it must be taught as such.
3. Community engagements: there must be a synergy between the classroom and the community. Technical teachers should have a forum where they engage the community on their infrastructural challenges and the teachers assist in finding ways to alleviate those challenges. It is by doing so that they will win the hearts of their community, bringing development, and gaining recognition. Technical education is an education for providing solutions therefore society must see technical teachers as the agents of such.
4. Technical teacher must form a strong advocacy association to have their voices

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heard. There are many challenges bedevilling technical education but there is also a challenge of lack of a forum to vent out those challenges.

5. Leveraging the Parents and Teachers Association (PTA) can greatly assist in the provision of instruction facilities deficit. Parents are teachers' partners in progress and they must be looped in so that they can have a better understanding of the importance and nature of technical education. Their support is priceless.
6. Seeking the support and partnership of companies and factories that are domiciled within the school location can greatly help. While the government at its level engage in the public-private partnership, technical teachers can leverage the presence of companies close to them by organizing graduate skills hunt day, excursions to the factories, and science and technology project exhibition day. Many of those companies do help in support of such programmes.
7. Teachers should make a positive lasting impression on the students whom they teach. While as an educator you are the agent of innovation and development, they are your ambassadors. For the rest of their lives, many of them will carry the memories of you, how you relate with them, and inspire them to be better and productive men and women. As they do so, they market your importance to the world. As agents of innovation and development, you can indeed change the world, one student at a time.

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