



## Strategies for Effective Implementation of Tvet Programmes in Tertiary Institutions for Sustainable Youth Empowerment In Kano State.

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### ABSTRACT

The paper sets out to identify the strategies for effective implementation of TVET programmers in tertiary institution for sustainable youth empowerment in Kano state. Identify the problem of the effective implementation of TVET programmers in tertiary institution and identify the student learned related factors that inhibit the effect implementation of TVET programs in tertiary institution in Kano State. A descriptive survey research design was employed with the population of the study drawn from the federal college of education (technical) Bichi and the school of technology Kano from which a sample size of 150 staff and student respondent was selecting using purposive sampling technique two research questions guided the study with two hypotheses formulated and tested at 0.05 level of significant. The returned questionnaire were analysis using mean and standard Deviation and the hypothesis tested at with- test at 0.05 level of significant major finding from the study. It was recommended that the federal government should as a matter of urgency convene a National TVET conference to evolve a new curricula adequately fund TVET through the TETFUND ensure systematic professional development of the teacher instructors and create a functional quality assurance system in order to make TVET to be impactful on technical progress employability and national development.

**KEYWORDS:** Technical Vocational Education and Training, Quality Assurance, Programmes Implementation, Sustainability Youth Empowerment.

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### I. INTRODUCTION

Technical and Vocational Education and training can be defined as that aspect of education that leads to the acquisition of practical and applied skills as well as basic scientific knowledge. In a broad sense it form a practical segment of education that involves skill acquisition. It is primarily designed to prepare student for the industry. Vocational and technical education is that aspect of education that gives its recipients an opportunity to acquire practical skill as well some basic scientific knowledge (Federal Government Nigeria, 2013). Pudding (1994) defined vocational education as that type of education which fits the individual in gainful employment in recognized occupation as semi-skilled workers or technicians or sub professionals.

TVET nurtures skills that bare necessary in agricultural, industrial, commercial and economic development and thus builds self-reliant nation. Vocational education according to Oni (2007) is the type of education which including technical education while vocational educational education provides the training or the retraining designed to prepare individuals to enter into the world of work. The two major aims of vocational and technical education as tested in the Nigeria national policy on education (FGN 2013) are as following: to give training and impact the necessary skill leading to the production of craft men technicians and other skilled personnel who will be enterprising and self-reliant and to enable Nigerian young men and women to have intelligent understanding of the increasing complexity of technology.

It is high time we evolved a systematic overhaul of the vocation technical education curriculum in order to face global challenges which include lack of man power, gender, inequality, unemployment, poverty amidst others. Technical and vocational education (TVE) has been an integral part of National Development in many countries its contributions to economic development and productivity is highly significant in term of employment and business. Youth employment plays an important role in building life skills in young people and also supports communities and families (Mujumdar and Khambayat, 2010). The British education system had great influence over Nigeria's education system which had been in practice for decades. The common type of vocational education inherited before colonial masters was the apprenticeship system of education which provided the youths with employment and learnt specific skills trades with the use of hands. The establishment of technical school and trade center's as formal institutions in Nigeria were basically predicated to teach skill and also mastery of the use of hand in order to train individual to acquire knowledge and skills for formal employment. It was also designed to meet the employment needs of the economic which include industry but unfortunately, it is noted that preparation of workers in today industries in Nigeria is not effective (Uwaifo, 2009). The unemployment rate of graduates of TVE in Nigeria is very high. While technical education is designed to provide theory and practical knowledge to individual vocational education prepares individual and impart necessary skills for a paid employment in a recognized occupational setting. This type of training is provided to individuals who desire to work in an industry or commerce or in any set up that uses machinery and tools for their services (Oni, 2007) the national policy on education (2004) states the main aims of secondary education within the overall Nigeria education Policy as: (1) Preparation for useful living within the society (2) preparation for higher education. The policy further states that the goals of technical and vocational education shall be: To provide trained manpower in the applied science and business particularity at craft advanced craft and technical levels; to provide technical and vocational skills necessary for agricultural commercial and economic development; to give training and impart necessary skills to individuals who shall be self-reliant economically (NPE, 2004)

In pursuance of the stated goals the national police on education further states that: the training completing technical college program shall have three options: secure employment at the end of the whole course or after completing one or two modules of employment skills; set up their own business and become self-employment and be able to employ others; pursue further education in advance craft/ technical program and in post-secondary (tertiary)

### **Statement of the problem**

The most vital aspect for the success of education development of any nation is a well-planned articulated and implement curriculum that is designed to be taught and learned in school for the purpose of elevating social consciousness and brings about economic viability. Nigeria can only excel technologically if there is strategies for effective implementation of TVET programme in the tertiary institutions.

In spite of the plethora of importance of TVET in sustainable youth empowerment which is beneficial to the individual and the society at large, a little emphasis is placed on the practical vocation aspect of the training the youth in tertiary institutions in Kano State, the frequent occurrence of low student participation in TVET courses has been a great deal concern to all sundry especially stake holders like the institution and industries

### **Purpose of the study**

The purposes of this research were to:

1. Identify the problem of the effective implementation of TVET programmes in tertiary institution in Kano State.
2. Identify the student learned related factors that inhibit the effect implementation of TVET programs in tertiary institution in Kano State.

### **Research Questions:**

The purpose of this research the following research question are posed

1. What are the problems affecting the affecting implementation of TVET program of TVET programs in tertiary institution in Kano State.
2. What are the student learned relates factor that inhibit the effective implementation of TVET program in tertiary institution in Kano State.

### **Research Hypothesis:**

The following hypotheses were formulated for the study and will be tested at 0.05 level of significances  
HO, there is no significance different in the mean response of lectures and student on the problems of effective implementation of TVET programmers in tertiary institutions in Kano State.

HO<sub>2</sub> There is no significance different in the mean response of Lectures and student on the prospects effective implementation of TVET programmers in tertiary institutions in Kano State.

## **II. METHODOLOGY:**

The student adopted a descriptive survey research design using questionnaire as instrument to garner the opinion of vocational courses lectures and student undergoing TVET programmers in two tertiary institutions in Kano State namely the federal college of Education (Technical), Bichi and the school of technology Kano constituted the population for the study. The population of the study comprises 390 student and 150 lecture of Lecture teaching Vocational courses such as Home Economic, Agriculture, Education, Industrial, Business Education etc a total of 100 student and 38 lectures were chosen randomly for this study and used as the sample size out of the total target population from the two selecting tertiary institutions location in the student state.

The institution was validated by 3 TVET expert in the School of Vocational and Technical Department of Technical Education Kano State. The structured questionnaire after validation consisted of two parts. The first part comprises of personal data of respondent such as Sex, Age etc. while second part comprises of twenty (20) items on opinion of respondent on the effective implementation of TVET programs in tertiary institutions in Kano State.

The research then visited respondent at various school with the approved structured questionnaire to ensure that the actual number of the population got exact number of questionnaire. The raw data collated for research question through structured questionnaire was analysis using mean and standard deviation while the three hypotheses was that if the t-calculated was more than the table, the null hypothesis were to be rejected and vice versa.

### **Presentation of Data and Analysis:**

The questionnaires are represented and analysis and the hypothesis were tested with the result discussion and interpreted below:

### **Research Question One:**

What are the problem affecting the effective of TVET programmers in tertiary institution in Kano State.

**Table 1** the percentage response of respondent on the problems affecting the effective implementation of TVET programmer in tertiary institution in Kano State.

S/N	ITEMS	X	SD	DECISION
1	There is lack manpower for both the teaching and n imparting ` of theoretical instructional process	3.00	1.20	Agreed
2	TV ET programmers are not adequately funded by the government to satisfy the cost intensive nature of TVET	2.80	1.06	Agreed
3	The believe that TVET involve psychomotor skill which are means for men only thereby relegating TVET men only	1.80	0.96	Disagree
4	There is lack of monitoring and inadequate supervision of the Existing technical college	2.87	1.09	Agreed
5	The workshop were practical skill are to be imparted onto the student lack adequate equipment and instrument	3.00	1.12	Agreed

The data presentation in table 1 reveal that item 1,3,4, and 5 mean merging from 2.80-3.80 which fall within the response category of agreed except only item 2 which has a mean of 1.80 and therefore fall under the response category of disagreed. This indicates that majority of the respondent agree on the stated problem affecting the effective implementation of TVET program in our tertiary institution which include: lack of manpower for both the teaching and imparting of the theoretical and practical instructional process, TVET programmers are not adequately funded by the government to satisfy the cost intensive natures of TVET lack monitoring and inadequate supervision of the existing technical college and the workshops were practical skill are to be imparted onto the student lack adequate equipment and instruments. The data also revealed that the standard deviation of the respondents ranges between 0.96-1.12 indicating that the responses of the respondents were not far from the mean and each other.

### **Research Question two:**

What are the students/ leaner-related that inhibits the effective implementation of TVET programmers in tertiary institutions in Kano State.

**Tables 2:** the percentage response of respondent on the student/ learned-related factors that inhibit the effective implementation of TVET programmers in tertiary in Kano state.

S/N	ITEMS	X	SD	DECISION
1.	Student are not aware of the importance if TVET to national development	3.0	1.11	Agreed
2.	Student generally feel TVET is mean for technical colleges	3.0	1.01	Agreed
3.	Student are afraid of practical work in the their course of study	2.70	1.34	Agreed
4.	Student believe TVET programmers are meant for brilliant student only	1.22	1.88	Disagreed
5.	Most student shy way from TVET because of the fear of calculation	2.80	1.13	Agreed

The data presented in table 1 reveal that item 1, 2,3, and 5 had ranging from 2.80-3.00 which fall within the response category of greed except only item 4 which states that student believe TVET programmers are means for brilliant students only has a mean of 1.22 and therefore falls under the response category of disagreed. This indicates that majority of the respondent agreed on the stated student related factor affecting the effective implementation of TVET programmer in out tertiary institution which include student not being aware of the importance if TVET to national development, student generally feel TVET is means for technical college students are afraid of practical work in the their course of study and most students shy away from TVET because of the fear of calculation.

### III. CONCLUSION:

This paper sets out to identify the strategies for effective implementation of TVET programmers in retrial institutions for sustainable youth empowerment in Kano State. There have been myriads of problem which has declined the acquisition of skills by the youth in readiness for the world of works by making the them employment as it is been witnessed in developing counties like Nigeria TVET is a specialized education design to empower leaders through the development of their technical skills, human abilities cognitive understanding attitudes and works habits in order to prepare leaner's adequately for the world of work or positioned them practically for self-employment after graduation (Oni,2007) and when properly implemented helps in poverty alleviation as the graduation can be readily gainfully employed. Through

### IV. RECOMMENDATION:

The following recommendations based on the flow of finding in this study are critical to the development of TVET for sustainable youth empowerment. They include:

1. The Federal Government through Ministry of Education should establish a systematic professional development of teachers instructors to impart demonstrative and practical skills required for student/ trainees in the difference TVET institutions.
2. The Federal Government and stakeholders should provide adequate funding for TVET institution in order to meeting national aspirations. Adequate funding would boost standards and quality of manpower instructional resource and infrastructural resource invitational in Nigeria. Ministry should ensure that the tertiary Education Trust Fund (TETFUND earmarked for adequate funding for tertiary institutions running TVET programmers does so rightly.
3. Lastly, the federal government should legislate TVET accordingly as being part of the total educational process and being a right of the citizen (Article 26 of the universal Declaration of human right. The recommendation against discrimination in education by the general conference of the UNESCO at its 11<sup>th</sup> session 1960 the convention on TVET adopted by the general conference at its 25<sup>th</sup> session 1989).

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