Rebranding Vocational and Technical Education as an Agent for Sustainable Development in Developing Countries

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Abstract
The paper examined rebranding of vocational and technical education for nation building and sustainable development in developing countries. It enumerated the aims and goals of the programme and identified its challenges so as to proffer solution or the way out. Research questions were needed to gather information from the respondent. It was discovered that the programme was misconstrued by different bodies as students as well, moreover, it was also noted that despite the good aims and goals of vocational and technical education, a lot is still yet to be done by those concerned to manage the sector. Based on the findings, it was recommended that the attitude of government at different levels, cooperate institutions, parents, teachers and students should change for positive towards vocational technical education programmes. Funds allocated to vocational technical education should be used judiciously so that the programme can be of benefiting and help in the transformation of the nation’s economy. The goals and aims of true implementation of the programmes demands for urgent attention.

Keywords: Rebranding Vocational, Technical Education, Sustainable Development, Developing Countries

Introduction
Vocational and technical education is the type of education that fastens rapid development of any progressing nation. In order to maintain development in any society vocational and technical education should be given an urgent attention. It is that aspect of general education which makes people to be self reliance, and independent in the society. It is the only aspect of education and programme that is planned for courses and learning experiences that begins with awareness and exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry defined work, and advanced and continuing education. It is the kind of education for young and adult, male and female, the rich and the poor. According to Fafuwa (1991), Nigerians were involved in practical farming, fishing, because of this, the informal system of education in Nigeria was integrated and it involves job orientation, character training and physical development which could be group as agricultural education such as farming, fishing and veterinary science that is animal farm.

Vocational and technical education is that part of education which is organized to prepare the learner for entrance into a particular aspect of vocational job and this include trade and industrial education like business education, Home economic education, technical education and Art education. It embraces the system of education which deals with the acquisition of
skills and scientific knowledge for the improvement of his standard of living. In civilizing nations, the process of industrialization and mechanization is over increasing and vocational and technical education must meet up with this demand. The technical must try to give an adequate manpower that will consolidate nation’s industry which were more effective. Akume (2000) opined that vocational and technical education is the preparation for employment in any acceptation for which specialized education and necessary and for which on society needed and which on most apparently be carried out in schools. However it is a system of education that sets a person for the world of work by being self-reliant, independent and productive.

**Overview of vocational and technical education**

Before the industrial revolution (between 1750 and 1830) the home and the apprenticeship system” were the main sources of vocational education. But societies were later forced by the decline of hand work and specialization of occupational functions to develop institutions of vocational education (Duffy, 2001). Manual training that involves general instruction in the use of hand tools was said to have developed initially in (scandinavia, 1866). However vocational education become popular in the elementary schools in the United States after 1880 and developed into courses in the industrial training, bookkeeping, stenography, and allied commercial work in both public and private institutions.

Before the advent of the colonial masters, the pattern of education in Nigeria was vocational education which was functional and above all designed for survival, which was done through the process of apprenticeship. Youths at the time were able to acquire some useful skills, trades and craft, which enable them to sustain themselves as individuals and take their place in the world of work as obtained in the society. Some mission schools involved in bricklaying, farming, carpentry as part of their curriculum, but the skills were not seriously regarded by the public and parents as an integral part of western education. The current trend based on the criticism of the colonial system of education, and in effort to satisfy the aspiration of the people, the federal government of Nigeria introduced a new 6-3-3-4 system of education. This policy stressed much on vocationalism and functionalism, so that products of the system can be useful to themselves and to their country in general.

The federal government of Nigeria in 1977 regarded vocational and technical education as the aspect of education which leads to the acquisition of practical and applied skills and basic scientific knowledge. It was discovered that the national policy on education (2003) advocates for self-reliance educational system that will empower the youth in positively contributing to national development, vocational and technical education was designed to offer training to improve individual’s general proficiency, especially in relation to their present future occupations. In many nations all over the world, schools offer vocational and technical for lifelong trade and many of them offer courses that will enable students to meet their general academic requirements while learning a trade. Moreover, because of the recent changes in the economies of the world, many schools have substituted emphasizes to training in computers, information communication technology (ICT) and related fields, the society needs competent data base, web and networking, technical book keepers, clerks, medical technicians, nursing assistant and other personnel in the category to function well. The education was fashioned to develop skills, abilities, understanding, attitudes, work habits and appreciations encompassing knowledge and information needed by to enter and make progression in employment in useful and productive basis.
Aims of vocational technical education
The Nigeria national policy of education (1998) stated clearly the aims of vocational technical education as follows:

1. To provide trained manpower in this applied science technology and business particularly and technical level.
2. To provide technical knowledge and vocational skills necessary for agricultural commercial and economic development in Nigeria.
3. To provide people who can apply scientific knowledge to solve environmental problems for the convenience of man.
4. To give training and impart the necessary skills for the production of technicians, technologists and other personnel who shall be enterprising and self-reliant.
5. Technical education as well as vocational education constitutes general education with knowledge of science, mathematics, technical courses and mastery of practical skills.

Goals of Vocational and Technical Education
NPE also in (1998) listed out the goals of vocational and technical education.

a. To provide manpower on the applied sciences, technology and business particularly at craft, advance craft, and technical level.
b. To provide the technical knowledge and vocational skills necessary for agriculture, commercial and economic development.
c. To give training and impart the necessary skills to individuals who shall be self-reliant economically.

Challenges of Vocational and Technical Education
The progress of vocational and technical education is not rapid in Nigeria, despite the good policy of the programme in national policy in education. Oranu (2000) identified the following problems of vocational and technical education. Administration misconception of the nature of vocational and technical education, in adequate political will by the government, deficiency in monetary and evaluation procedures, poor funding, poor incentive for teachers of vocational and technical education and rapid rate of technological changes. Other problems of vocational and technical education are low students enrolment in vocational and technical education; shortage of experienced manpower and lack of connection with other institutions.

Statement of the problems
In spite, the aims and goals of vocational and technical education as stated in NPE 1998, as the bedrock for national development in the country is yet to meet up with the criteria for its need. Education currently has been considered to be a vehicle for social change and powerful tools for social, economic political and technological development of the nation. Hence the world is changing frequently, the skills ability acquired in schools today need to be reassured. Things are changing dramatically in terms of the way we conceive the work, think, lean, socialize and conduct business due to new inventions. Agbai (1990:25) confirmed that vocational and technical education is the basics for Nigerian’s technical development and made for adequate provisions to develop the necessary technological vocational skills for employment but the country is yet to be attaining it.
Research Questions
To guide this three research questions are formulated.
1. To what extent is vocational and technical education useful for national transformation?
2. How does vocational and technical education relevant to societal needs for the national development?.
3. How could the vocational and technical education enhance the competency of the students towards achieving the desired economic growth?

Purpose of the Study
The study is carried out to strengthen vocational and technical education so that it can actively act as an agent of transformation in Nigeria.

It is find out the view of the government, corporate bodies, students/parents and the general public towards vocational and technical education and weather it is align with what the programme ought to be. Moreover, the study is carried to reawaken the need to revisit the implementation stages of the programme to achieve the result.

Methodology
The researchers need survey research for the study. The population of the study comprises thirty (35) teachers and students of about 6 selected secondary schools in Orumba South Local Government Area of Anambra State.

Instrument for Data Analysis
A research instrument was constructed and validated by a panel of six (6) vocational lecturers/instructor in the school of vocational and technical education of both federal colleges of education technical Umunze, and Oko Polytechnics Anambra State. The questionnaires were in the percentage format. the instrument was appropriated through pilot study. A reliability coefficient of 0.76 which was considered high enough to achieve the objective of the study was got.

Procedure
The instrument was administered to the respondents personally by the researcher. The entire questionnaires were collected and analyzed with percentages (%) then the findings was made.

Presentation of data analysis and discussions
Table 1: Vocational and technical education is useful for manpower development

<table>
<thead>
<tr>
<th>caption</th>
<th>No. of responses</th>
<th>% responses</th>
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<tbody>
<tr>
<td>Yes</td>
<td>20</td>
<td>81</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>101</td>
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In the table one above, 101% of the population agreed that vocational and technical education is very important for man power development.

Table 2: The relevant of vocational and technical cannot be underestimated in building and development.

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<th>option</th>
<th>No. of responses</th>
<th>% responses</th>
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<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>81</td>
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</table>
from the above table, 80% of the respondents were in support that vocational and technical education programme is relevant for social development while about 2% of the total population were not in agreement with the idea, Oriafor (1998) described nations and the skills abilities and competencies acquired from this form of education are of immensurable importance in the socio-economic life of today’s society.

Table 3: Students are enhanced by vocational and technical education programme towards attaining the desired economic growth.

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<tr>
<th>option</th>
<th>No. of responses</th>
<th>% responses</th>
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<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
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From the table three above 70% of the subjects said that student’s competency were enhanced through vocational and technical education programme so as to achieve economic growth and 37% of the population stood against the idea that the vocational and technical education enhance economic growth. According to Osuala (1998) he opined that vocational and technical education is based on inculcating the spirit of self-reliant, versatility and diversifying.

Major findings of the study
From the data collected through questionnaires, the following finding was discovered.

1. That adequate implementation, funding and reinforcing of TVET will no small measure help to transform the nation’s economy.
2. Vocational and technical education enhances the attainment of a desirable economic growth.
3. The relevance of vocational and technical education towards the nation building cannot be over emphasized in any nation especially in a developing country like Nigeria.

Conclusion
Based on the study, the analysis should be that priority was not given to vocational and technical education, the programme was misconducted by different bodies and students as well, it was noted that the country (Nigeria) can only after her growth and development if attention is given to vocational and technical education. The finding also noted that the country (Nigeria) can only attain her growth and development if attention is given to vocational and technical education. The finding also noted that the funds mapped out for vocational and technical education were not judiciously utilized for the purpose and as such vocational and technical education is still not finding to the ground. The study also noted for good aims and goals of vocational and technical education, a lot still yet to be done by those responsible to ménage the sector.
Recommendations

The recommendations were made.

1. The attitude of government at different levels, corporate importation, parents, teachers and students should change for a positive towards vocational and technical education programme if the national transfer nation agenda is to be achieved.

2. Funds mapped to vocational and technical education should be used carefully so that the programme can be of befitting to the country.

3. The goals and aims of vocational and technical education are of utmost important to the nation so proper and true implementation of the programmed demands for immediate attention.

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