



# Technical and Vocational Education and Training for Job Creation in Nigeria

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**Abstract:** Hunger, disease, and unemployment have been the bane of many developing nations of Africa. One major challenge facing governments of these nations is how to provide jobs for functional living. Technical and Vocational Education and Training (TVET) is recognized as a panacea to unemployment. TVET trains individuals to acquire skills and knowledge in various occupations. The training, however, must engender in those individuals the will to propose and solve problems related to human needs and development. The research aims to shed light on the role of TVET on the living. The qualitative approach was used for analyses. In this regard, while educational institutions, especially at the tertiary level, select, train, and develop their students, the government and the private sector must make a concerted effort to employ the people. The training provided by TVET should equip individuals to be gainfully employed and enable them to become employers of labour, contributing to the economic development of a nation. TVET graduates should be able to set up small and medium-scale enterprises in various occupations. Factors that impede graduates of the TVET system from progressing on the career lane are poor planning, socio-cultural factors, lack of credit facilities, availability, and cost of spare parts. To deal with these problems, the provision of loan facilities increased funding, and workshops and seminars have been advocated.

**Keywords:** Enterprises; hunger; Information and Communication Technology (ICT); TVET; unemployment

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## INTRODUCTION

A very serious issue bedeviling governments of developing nations of Africa is how to create jobs for their citizens for enhanced living standards. Hunger, disease, and unemployment have been the bane of these nations. A key answer to this problem lies in properly and adequately addressing education in general and technical and vocational education in particular. Consequently, this paper considers the term ‘technical and vocational education and training’. It considers the curriculum and the quality of training provided by TVET. It provides treatment on TVET for job creation through agriculture, small and medium-scale enterprises, and other emerging vocations. The paper also considers TVET funding and the factors that impede TVET graduates’ progression on the career lane.

### *Technical and Vocational Education and Training*

Various terms have come to be closely linked with TVE or TVET and these include industrial arts, vocational education, apprenticeship training, occupational education, and career and technical education (UNEVOC & UNESCO-UIS, 2011). The term ‘Technical and Vocational Education (TVE)’ means that “aspect of education which prepares candidates for occupations requiring manipulative skills” (Sarki, Jah, & Nankumah, 2014). Ekpenyong (2008) defined the term as that type of education which makes for entry into and successful progress within a specific occupation or

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job. It deals with any high school, junior, college or adult education programme where skills, attitudes, and knowledge are systematically transmitted.

The latter definition of TVE cited above, which includes systematic transmission of knowledge, skills, and attitudes, demonstrates the fact that TVE is also about training, and hence TVET. More so, the definition of TVET given by Egbekun in [Badung \(2007\)](#) is considered relevant in this chapter. That is, an individual is required to receive some form of training on a certain vocation or occupation which, when effectively utilized, has the tendency to raise the individual's earning and then be self-reliant. In doing this, the fundamental laws of science and technology, as related to the design, production and delivery of services, are adequately addressed. In this chapter, it is worthy of note that practical skills acquisition for gainful employment is a common denominator in most definitions of TVE or TVET and that self-reliance is a vital concept in TVET. It simply tries to show that when individuals have been adequately trained, they can achieve economic independence for themselves. Buttressing this definition, [Enahoro \(2008\)](#) held that since people are endowed with natural gifts and talents and in different ways and proportions, TVET should train people for different opportunities and openings that abound.

Broad areas of TVET, as identified by [Ekpenyong \(2008\)](#), are as follows:

1. Technical education
  - a) Engineering technology and related sub-fields
  - b) Electrical/electronic technology and related sub-fields
  - c) Building technology and related sub-fields
  - d) Automobile engineering and related sub-fields
2. Business Education
  - a) Office/Secretarial Studies/Office Technology Management
  - b) Accounting Studies
  - c) Distributive or Marketing Studies
  - d) General Business Studies
3. Agricultural Education
  - a) Agronomy
  - b) Soil Science
  - c) Agricultural Engineering
4. Home Economics
  - a) Home Science
  - b) Food Science
  - c) Clothing and Textiles
  - d) Hotel and Catering Management

These broad areas of TVET, if adequately addressed, can propel a nation towards growth and development. These areas have the tendency to lead a nation out of poverty and deal with unemployment as well.

### ***The Curriculum and Quality of Training Provided by TVET***

In order to create jobs, training forms the foundation which is necessary in problem solving in the job creation process. In other words, the training for knowledge and skills given to TVET individuals must engender those individuals to propose and solve problems related to human needs and desire for better living. However, experts in TVET and the industrial sector have raised questions regarding the quality of training the trainees of the TVET system have received ([Olaitan, Nwachukwu, Igbo, Onyemachi, & Ekong, 1999](#)). The authors argued that because TVET programmes are haphazardly run in educational institutions, the trend has led to the production of inefficient, ineffective, and unemployable graduates. Consequently, in the words of ([Abubakar, Kazaure, & Yusuf, 2013](#)), "Nigerian TVET sector is currently largely characterized by a problem of disconnect between the needs of Nigerian industry and the nation's output of trained technical output". Even in a developed country like the UK, with the collapse of the apprenticeship system, many young people went to school and came out without any qualifications or competence for entering the world of work or for any prospects for further training in the relevant field ([Senker, 2003](#)). This situation ought to be of serious concern to all stakeholders in the TVET enterprise.

There are several factors responsible for the poor training provided by TVET for job creation, one of which can be traced to the quality of delivery given to the recipients. Technical education programmes are specialized programmes

that require special methods of delivery. Where a teacher does not take into consideration this important fact, then there will be poor quality delivery.

The teacher and the curriculum are also serious factors that affect the quality of training provided to TVET graduate. In the words of Lassa (1996), the teacher forms the foundation upon which the whole education system rests. Therefore, the teacher needs to receive the relevant training by which he is required to instruct, manage and counsel learners to develop their potentials (Baba, 2007). Therefore, if the teacher is poorly trained, then the outcome is poor delivery of the curriculum elements.

The curriculum plays a vital role in the training of individuals in the TVET system. It spells out what to teach, how to teach, and what students are expected to do at the end of the teaching. Perhaps, one fundamental question which stakeholders in TVET need to address is the TVET curriculum in relation to job creation for self-reliance. Have the current curricula of our various TVET programmes adequately addressed the needs and aspirations of citizens in today's world? Have the curricula adequately addressed the skill needs of individuals who opt for the TVET system?

It is really disturbing that in many cases, graduates of the TVET system acquired unemployable skills while in school. This development, according to Olusanya and Miller (2014), has only increased unemployment in Nigeria. Therefore, apparently, there is need to reexamine the TVET curriculum in our schools and colleges in the light of prevailing living conditions and other challenges. Already a call has gone forth on the need to revise the TVET curriculum to reflect multiple intelligence from the industrial sector (Wodi & Dokubo, 2012).

In order to enhance TVET for effective job creation, the Management and Training Corporation (MTC) (2010) identified six areas that, when implemented, will lead to a successful TVET programme. These areas include relevance to the labour market, access for trainees, funding for the system, and inclusion of soft skills. These areas imply that TVET curriculum and training must be provided to suit the labour market. Consequently, government and all stakeholders must provide the enabling environment for quality instructional delivery. Equally, the technical teacher trainee must utilize the opportunity provided by the training so that on graduation, he or she would be able to provide quality delivery of the TVET programme.

It must be pointed out that to a certain extent, most TVET programmes are of standard. However, such programmes will be considered sub-standard when they are haphazardly run. Therefore, care must be taken in running TVET programmes so as to maintain standards. This will be enhanced by ensuring that quality assurance units are put in place in our technical institutions. In addition, other regulatory bodies, like the NBTE, NUC, NABTEB, WAEC, and NECO, must make concerted effort to ensure that quality of TVET programmes is not compromised.

### ***Who Provides Jobs for the Teeming Population?***

One fundamental question which needs to be addressed in concrete terms is who provides jobs for the teeming unemployed youth? Suffice it to say that government, educational institutions, the private sector, among others, hold key stakes in employment generation for the Nigerian people. First, government has often been seen as the greatest employer of labour. According to the National Policy on Education (Federal Republic of Nigeria, 2004), government is required to prepare the youth for employment by providing the required training. When the youth have received the required training, government is expected to provide employment to them. In recent years, however, government has placed embargo on employment, complaining about rise in wage bill (Gayus, Manabete, Zamdayu, & Disa, 2008; Odigbo & Owaseye, 2005). This partly accounts for the reason many graduates are unemployed. The fact, however, is that government remains a major stakeholder in employment generation for the Nigerian people.

Educational institutions, especially at the tertiary level, have the freedom to select, train, employ, and develop their students (Federal Republic of Nigeria, 2004). This means that these institutions will need to make concerted effort in the training, employment, and development of their students. Academic excellence needs to be rewarded appropriately. The institutions should be interested in getting feedback on how their graduates are faring in the field for the purpose of self-assessment of their training activities.

The private sector is also a major stakeholder in training and employment generation for the youth. This is felt at no better time than the present, since it has been stressed over and over that government can no longer bear all the costs of education and employment. The private sector needs to be seriously involved. Research findings have shown that the private sector's participation in funding and managing TVET is below expected standards (S. S. Manabete, 2005). However, with concerted effort, the private sector's participation in funding TVET will be apparent in the following areas: Construction of workshops and laboratories as well as examination halls, donations by alumni associations,

award of scholarships to deserving students, among others (Ardyanfitri & Wahyuningtyas, 2016; Diraso, John, & Manabete, 2012; Kemdirim, 2005). These efforts will have the dual advantage of injecting new skills and knowledge to all levels of education and engendering greater competition which can lead to improved academic performance (Haruna, 2012).

Private Small and Medium Scale Enterprises (SMEs), employing five to twenty people, is a worthwhile venture. If such SMEs were to spring up in every nook and cranny of Nigeria, then unemployment would have been reduced to the barest minimum. However, unemployment is increasing in Nigeria because, according to Odigbo and Owaseye (2005), the labour market appears to be over-saturated and the private sector is downsizing its workforce.

The youth and all other unemployed persons must also make concerted effort to find employment for themselves. However, a lot of error is committed by a large segment of the youth population in Nigeria. This error deals with the youths' inability to 1) appropriately assess themselves in terms of their traits and potentials; 2) make a concerted decision as to what one needs to do in life to survive (Some of the youth only ramble between menial jobs); and 3) place more faith in themselves than in their parents and relations to do everything for them. These points are buttressed by the work of Durojaiye, Olayinka, Denga and Okon in (George, 2012) in which the youth chose careers without reference to their individual abilities, interests, and values, due mainly to their inadequate knowledge of the demands and requirements of the chosen occupations. This, according to Kolo (1992), can lead one to entering a wrong job which may have the following consequences: 1) It may adversely affect one's physical health; 2) It may lead one into a company of wrong friends and acquisition of a bad lifestyle; 3) It may lead to insecurity on the job; 4) It may lead an individual to wrong planning, especially during the secondary school age; and 5) It may lead to unhappiness in life, which, in turn, may lead to vocational maladjustment.

### ***TVET and Small-Scale Entrepreneurships***

TVE trains the individual to be entrepreneurial. Perhaps one key benefit of TVET lies in what Kwami, Yaduma, and Onuh (2014) referred to as economic development. This benefit is seen where individuals are gainfully employed and become employers of labour as well, contributing to the economic development of a nation.

The term "entrepreneurship", as viewed by Ugiagbe and Umunna (2002), means the process of marrying innovative ideas with creative ideas. This is achieved by employing appropriate management or organizational strategies with a view to combining people, money, and other resources to meet identified needs and then create wealth. In essence, entrepreneurship enhances self-employment (Fenemigbo, 2008). At this juncture, we can ask the question, "Who is an entrepreneur?"

An entrepreneur is one who initiates, owns, and operates a business successfully by effectively putting together (or organizing) human, financial, and material resources for the production of goods and services for profit maximization. In other words, an entrepreneur is one who possesses (entrepreneurial) skills to own and run a business using human, financial, and material resources to produce goods and services and maximize profit. In essence, no matter how small an enterprise is, entrepreneurs, who take their business to heart, have the ability to affect positive changes in the business activities (Awe, 2002).

Literature shows that entrepreneurship can only thrive under certain conditions. Fenemigbo (2008) identified leadership coordination and moral discipline as some of the conditions. Others are communication, competence and skill, time management, and financial control. Apagu (2003) added that taxation and channels of distribution are also important entrepreneurial characteristics. Buttressing these points, Meredith, Nelson, and Neck (1991) identified self-confidence, risk management, task-result orientation, and future-result orientation as very necessary entrepreneurial characteristics. It must be pointed out that an entrepreneur, who is timid (devoid of self-confidence), is likely to run down his business. An entrepreneur must demonstrate adequate job knowledge and must be bold enough to work towards the achievement of set goals. He must strive to adopt measures to avoid failure, for that has the tendency to cripple the business. He should work hard and accept risks and challenges as they come. An entrepreneur must have foresight in achieving the business objectives.

A Herculean task in running a small- and medium-scale enterprise lies in how to start out. Beginner entrepreneurs face the hard question of "How do I start?" Entrepreneurs may have the seed capital but may not have the entrepreneurial skill to start out. Under this condition, they will only experience failure, should they venture into the entrepreneurial world.

A vital source for starting a small-scale entrepreneurship is provided by Meredith and others (1991), which is a step

by step method of starting a small- and medium-scale business. These steps are:

1. Researching the market. This means understanding a market survey to ascertain whether the business when started has the patronage of people (i.e., market viability).
2. Creating a business/investment plan.
3. Raising the capital
4. Locating the right business premises.
5. Effective sale of products
6. Consideration for the legal aspects of the business.

For many youths who are trying to set up their SMEs in order to keep body and soul together, these considerations may appear too sophisticated and difficult to achieve. However, there is no business, of whatever size or magnitude, that can throw caution to the wind and disregard the above steps. A flagrant disregard of the steps only leads to failure. This explains why many SMEs in towns and cities across Nigeria fold up overnight. In this connection, therefore, it is the duty of TVET to adequately educate the youth in areas, like market surveys, preparing a business plan, running the capital, undertaking production, and marketing the products. This will undoubtedly keep the business moving.

### ***Entrepreneurship Practice: The Adamawa State Polytechnic Example***

In order to enhance entrepreneurship practice in polytechnics, the National Board for Technical Education 2011 directed the setting up of Entrepreneurship Study Centre (ESC) to offer a variety of trades capable of providing self-employment to graduates. Adamawa State Polytechnic, Yola, complied with this directive and in 2011, set up its entrepreneurship study centre whose objectives include encouraging self-employment to graduating students and generating employment opportunities for others. Headed by a Director, the Adamawa State Polytechnic ESC trains students across their various disciplines in 16 trades which include cosmetics production, tailoring, interlock and pillar design and production, welding and fabrication, and car wash services.

Irrespective of their individual disciplines, students are expected to train in at least one trade of their choice. It is believed that TVET's role is to provide the enabling environment for individuals to be gainfully employed even without paid employment. The Adamawa State Polytechnic ESC is fully equipped with staff and facilities for the training of students in the various trades indicated in this chapter. By engaging in one business enterprise or the other after graduation, youth unemployment, which often results in diverse social ills will be reduced to the barest minimum.

### ***TVET and ICT***

The term "ICT", according to (Flecknoe, 2002), is the process of receiving, storing, computing, analyzing, transmitting, and retrieving information using assorted electronic devices. Nwabueze (2005) viewed ICT as all the "communication gadgets, equipment or facilities which improve/enhance the manner in which messages are stored, relayed, disseminated, preserved, and recalled for meaningful communication purposes." ICT is also the technology that deals with "handling, manipulating, and presenting information usually through texts, pictures, and sounds using computers, tape recorder, and robotic devices" (Peters in (Imoko & Usman, 2006)). In a similar vein, Andural and Ikymen (2006) saw ICT as "the systematic application of computers and other technologies to acquire, organize, process, store, retrieve, and disseminate information to bring about effective exchange of information in communication". In simple terms, ICT can be defined as the network of computers connected in such a way as to efficiently generate, process, transmit and retrieve information from one point to the other, for the achievement of a desired information objective.

There are a number of ICT facilities in use today. They are radio and television (including video), telephones (both line and mobile phones), computers (hardware, software, and other computer peripherals), satellite systems, overhead projectors, Internet, microphones, electronic typewriter, video camera, audio recorders, and players. Others are microcomputers with appropriate key boards and other devices to teach literacy, devices to facilitate communication for pupils with special needs, e-mail to support collaborative writing and sharing of resources, video conferencing to support the teaching of modern foreign languages, Internet-based research to support geographical enquiry, and Integrated Learning Systems (ILS) to teach basic numeracy (Arolasafe, 2005; Andural & Ikymen, 2006; UNESCO, 2007). For these facilities to be adequately utilized, they need to be properly connected.

The role that TVET is expected to play in ICT is that of providing individuals with ICT knowledge and skills that will enable them to effectively operate the ICT facilities. In our institutions of learning, there are courses that students



take in ICT. But whether the training provided to the individuals is adequate is a subject that needs to be examined. Be that as it may, because ICT has been globalized, the expectation now is that every citizen of any country needs to be ICT-literate and ICT-compliant. A lot of responsibility now rests with TVET to train and equip the citizens to achieve this objective. When TVET undertakes functional training for citizens, the horizon widens for self-employment, and creating employment avenues for others. Individuals can set up private cyber cafes for both research and recreation. At the moment, there are private computer centres that train individuals on various aspects of ICT. Computer operators, technicians, office technology managers, and computer scientists and engineers now find employment in both private and public sectors of the economy.

### ***Job Creation Through Agriculture***

Farming is one of the traditional vocations of Nigerians and this may assume a non-formal posture. It has the tendency to alleviate poverty and deal with food insecurity (Alfred, 2014). Before the advent of oil in Nigeria, agriculture used to be the mainstay of the economy. With the oil boom of the 1970s, Nigeria shifted from agricultural production towards petrol and petroleum products. Today, however, it is clear that Nigeria and indeed Nigerians must have a rethink of what should enhance their living standards, in the face of dwindling prices of crude oil in the international market.

A very important thing to do to arrest the current economic stalemate is to return to agriculture. Nigeria is known for producing cereals (beans, cowpeas and peas), roots, and tubers (yam, cocoyams, potatoes, and cassava). There are also other crops that do well, such as vegetables, oil seeds, and tree crops, like ground nuts, soybeans, oil palm, coconut, mangoes, orange and guava. Aside from these, there is animal (cattle, goats, and sheep) rearing, poultry, and fish production. In fact, it has been acknowledged that “food crop production still remains the major employer of labour...” (Usman & Inedu, 2004). What this implies is that TVET should equip individuals with relevant agricultural skills to effectively venture into food production and value addition both for themselves and the nation. If Nigerian people, especially the youth, will take on to farming, then the number of unemployed people will drastically reduce. Available information shows that on a global level, there is adequate food produced to meet the food needs of people (khanya-aicdd, 2006). The greatest challenge, however, is getting the food to reach everybody. This is due either to lack of resources to acquire the food or the means to get it across to everybody.

Perhaps, Nigerians will not only need to be trained on the techniques of increasing crop yields, but they will also need to sustain production. To achieve this, there will undoubtedly be the need for assistance in terms of extension services, capital and farm inputs, and implements, like fertilizers, seeds, sprays, and water pumps. Consequently, government will be required to provide soft loans to farmers and as well provide subsidies on farm inputs and implements. In order to increase efficiency, farmers may need to form cooperative societies where it becomes easier for government to provide assistance. On the other hand, government may need to open large farm and dairy centres where it will be easier for citizens to find employment. Where concerted effort is made to manage the centres, there will be increase in agricultural production. This is achievable with proper and effective supervision. The workers at the farm and dairy centres must demonstrate a high sense of discipline and commitment to duty.

### ***TVET and Other Emerging Vocations***

Fabrication of farm equipment and implements is another notable area of gainful employment. S. Manabete and Umar (2015) provided a list of designed and fabricated simple farm implements which the youth can replicate. These implements include bitter leaf processing machine, thresher for locust bean, maize dehusker-sheller, and manually operated electrostatic planter. Aside from agriculture, however, a career is fast gaining ground in solid waste management. Glass, for instance, is being recycled by women in Bida, Niger State (Agbede & Ajagbe, 2004; Gonah, Yaro, Abede, & Yawas, 2011) Agbede et al., 2004). Here, broken pieces of glass are gathered by women in large quantities and sold to local manufacturers who recycle the glass. Equally, a career in metal waste management is fast growing. In big cities and towns, metal scraps, some obtained from parts of damaged vehicles, are collected and transported to other towns and cities for recycling. Many youths are taking advantage of this development and are being gainfully employed (S. Manabete & Umar, 2015).

### ***Funding TVET for Sustainable Job Creation Drive***

A vital question which must be asked again and again is ‘who should adequately fund TVET?’ It has been acknowledged that as a capital intensive venture, government is unable to single-handedly fund education in general and TVET in particular (Diraso, Michika, Manabete, & Gayus, 2009). One disturbing issue, however, is that the academia has over the years been in serious combat with government on the issue of funding, viewing it as inadequate (Okoro, 2006). The academia has viewed education in Nigeria to be characterized “by poor quality, obsolescence, insufficiency, meddlesomeness, disincentiveness, frustrations, inefficiency, indiscipline...” (Shuaibu, 2001; Sulaiman, 2001). In view of this, it is absolutely necessary for captains of industry and other relevant bodies to fund TVET for optimum benefits (Ajibade, 2001; Kemdirim, 2005). It will be necessary for other stakeholders in education to brainstorm and come up with result-oriented ways of getting the private sector to effectively get involved in funding TVET.

Suffice it to say, however, that government bears the bulk of funding TVET in Nigeria. In this connection, there are several sources of revenue that accrue to government which can be used to fund TVET. These sources, according to Egbochukwu study 2003, are solid minerals, petroleum and gas sales, import, export and excise duties, direct taxes from non-oil companies, and earnings from tourism. Others are rents on government property, interest on repayments, Value-Added Tax (VAT) and looted money recovered from corrupt politicians, public, and private officers. Perhaps, what brightens this issue at this time is the on-going economic recovery programme of the Federal Government of Nigeria, where huge sums of money are being recovered from public officers who betrayed the trust and carted away such funds. Government should be in a position to use such recovered funds to adequately fund TVET towards the creation of jobs for the teeming number of unemployed youths. At the moment however, taxes collected from companies and other ventures, which are channeled to fund tertiary education through the Tertiary Education Trust Fund (TET Fund), is a step in the right direction.

### ***Factors that Impede TVET Graduates’ Progression on the Career Lane***

One key issue which must be addressed is the one that relates to graduates of the TVET system who start out well in their chosen careers but are unable to progress in it. Take the case of a bricklayer, small-scale farmer, electrician, or a computer operator. The case here is one which involves individuals who received adequate training in various TVET programmes and established their self-supporting businesses but were unable to sustain those businesses.

There are several reasons that can be explained as being responsible for the inability of recipients of the TVET system who established their businesses but could not sustain them. One basic reason is accessibility to credit facilities. Credit facilities are a vital poverty alleviation measure. In many cases, operators of self-sustaining TVET businesses do not have access to credit facilities. It needs to be added that even when the credit facilities are available, they are inadequate for the gradual expansion of those businesses. Consequently, such businesses begin to fold up prematurely.

Lack of spare parts and their genuineness have been identified as a factor that impedes the sustainability of TVET businesses (Oduh, 1992; Zambia, Manabete, & Thuku, 2009). Even with the sharp rise in the exchange rate of the naira, most local manufacturers are having difficulty importing spare parts for their industries.

Socio-cultural factors have impeded the sustainability of TVET businesses. For instance, capital meant for a particular business venture should never be squandered on social issues, like marriage, naming ceremonies, and burial rites. Except when one has some other means of augmenting source of funds for one’s business, expending on such social issues is likely to run down the business.

Planning is key to a successful business. Hence, it is important to draw up a business plan when starting a business (Apagu, 2003). Where individuals do not settle down properly to plan their business ventures, the outcome will be total failure. Therefore, planning a business takes care of the risks of failure.

It is necessary to address the issue of career choice of students while in school. Kwaha, Absolom, and James (2014) lamented that in many schools in Nigeria, “many youths go into unsuitable careers due to ignorance, lack of experience, peer pressure, advice from friends, parents and teachers, or as a result of prestige attached to certain jobs...”. This view finds support with the works of (Issa & Nwalo, 2008; Edwards & Quinter, 2011; Salami, 1999), in which a great majority of students appeared unrealistic in their educational and occupational aspirations, by choosing courses not in harmony with their talents and abilities, but based on the influence of their friends’ choices. Teachers need to help students discover their talents and abilities to enable them make viable career choices in TVET through effective career guidance and counselling.

## CONCLUSION

It would be unfair to end this chapter without looking at the general challenges faced by TVET for enhanced job creation. Besides the inability of government to fully support and fund TVET, this type of education, according to (Uzoagulu, 2010), has “a chequered history of negligence, assault, and encumbrances...”. These instances include 1) Over-emphasis on general education; 2) Inadequate supply of machines; 3) Poor electricity supply; 4) Vandalization, cannibalization, and pilferage of tools and machinery; 5) Pick and drop attitude of Nigerian government; 6) Students’ lethargic attitude towards technical education. These factors have had adverse effects on the development of technical and vocational education in Nigeria. Consequently, TVET has been held in low esteem in Nigeria over the years, and viewed only for the academically disadvantaged (Etuk, 1987). This situation calls for an urgent value reorientation. Consequently, the following suggestions have become necessary:

1. Revision of the TVET curriculum to reflect current global trends
2. Intensive and qualitative training for TVET recipients
3. More emphasis to be placed on training for job creation
4. Intensive programme of training for the technical teacher so as to produce TVET graduates who will fit properly in relevant jobs
5. Organization of workshops and conferences to update the knowledge and skills of TVET teachers
6. Increased funding to TVET to make it vibrant
7. Improved electric power generation, transmission, and distribution
8. Provision of loan facilities

Undoubtedly, the challenge before TVET managers is enormous. There can be no substitute in pursuing the goals of TVET. If Nigeria and indeed developing countries of Africa must occupy a significant place in the technological sphere, then all hands must be on deck to achieve the needed positive change. It is hoped that Nigeria, in particular, will pay close attention to TVET for adequate job creation towards sustainable national development in this 21st century.

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