

The Role of Teacher Training Institutions in Technical and Vocational Education and Training (TVET) in Nigeria

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Abstract – *Technical Vocational Education and Training (TVET) is widely recognized as a vital driving force for the socio-economic growth and technological development of nations. In achieving the goals and objectives of TVET in Nigeria, this study is concerned with role of teachers training in TVET and revitalizing teacher training within colleges in Nigeria. The colleges of education are not attractive enough to meet up with the manpower needs in Nigeria. The university students are not concentrated to look at teaching as a noble profession but colleges student admire teaching as their primary objectives of existence. Several recommendations were made such as the provision of adequate infrastructures, payment of allowances and special incentives to deserving students. Revitalizing the teacher training colleges to be attractive to all students. Copyright © 2016 Penerbit Akademia Baru - All rights reserved.*

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1.0 INTRODUCTION

The twenty first century (21st) presents a radically different economy and society, which is likely to have profound implications on Technical Vocational Education and Training (TVET). The TVET system must adapt to these key features such as globalization, information communication technology (ICT), and sustainability. According to a recent study of UNESCO, in most of African countries, primary enrolment has significantly increased, but general secondary education does not have enough space nor provide education to guarantee employment. Therefore, the only way to respond to the growing demand for relevant education is to devise new TVET strategies for the youth to access the world of work. Such strategies should take into account the multisectoral aspects and different forms of education and training, formal, non-formal and informal. Teacher training in Nigeria is among the best career path in Nigeria, teaching is a wonderful profession that has date back ever since mankind quest for knowledge. Teacher training is very easy than what many might think being a teacher does not only require getting the necessary qualifications to teach but also having a burning desire and a passion by teaching.

In Nigeria, teachers have not received the kind of recognition they need and it is quite easy to forget that teachers are the brains behind any field. Planning to become a teacher definitely starts from teacher training and this training will expose to different aspects of teaching. Such as how to write lesson note, effective classroom management, teaching tools and resources. The problem facing technical and vocational education and training (TVET) in Nigeria has a long history. Before independence in 1960, the Ashby Commission was set up to review Nigeria's manpower needs [1,2]. The commission reported a shortage of skilled manpower at all levels (lower, middle, and high) and observed that "the major defect in Nigerian education is the strong bias toward the traditional literary and academic subjects; this is reflected in a lack of respect, on the part of the public, for manual labour" [1]. The report strongly recommended Nigeria introduce technical subjects in secondary education and warned that the nation could "ill afford to ignore" [1] the recommendation. It also indicated that Nigeria would need to produce hundreds of engineers and thousands of technicians yearly, for decades, to be able to meet the technical manpower needs of the society. Although some technical and vocational training schools were established following the recommendations of the Ashby Commission [1,2] the nation's secondary schools and higher institutions remain oriented toward white-collar jobs and education and skills training involving the use of hand tools are often disregarded. Every facet of the Nigerian economy has been affected by the resultant shortage of highly skilled technical manpower.

2.0 PROBLEM STATEMENT

Currently, a significant part of industrial enterprises in Nigeria faces the problem of shortage of skilled workers. The drop in the quantity and quality of student and trainers is registered, particularly in relation to the workers and specialists with graduate's at all technical and vocational education. Another dimension of the problem facing technical and vocational education and training is the employers' preference for regular university graduates with Bachelor's Degrees (BS/BA) over graduates of Polytechnics with Higher National Diploma (HND); this preference is the reason for the pay disparity between the graduates [3-5]. Evidently, the policymakers have not handled Nigeria's quest for economic growth and development properly, given their limited level of support for science-based technology education, technical and vocational education, and skills-acquisition programs. As a result, Nigeria is currently suffering from a shortage of highly skilled middle- and high-level technical manpower, teachers in particular to build and maintain the critical infrastructure and institutions driving the economy and creating employment for the teeming population by drilling the learners with competent skills, knowledge, attitudes, norms and values. These scholars have vehemently argued that technical and vocational education and training is the missing link in Nigeria's development programs [4-7].

3.0 OBJECTIVES OF THE STUDY

1. Develop the organizational model for monitoring, enabling to get the data on the training of qualified workers and specialists with TVET from the educational organizations engaged in the process.
2. Assess the potential of educational institutions in terms of training of the mentioned personnel as regards to the professions and specialties that are in demand

4.0 TEACHER TRAINING

According to Okafor [8] described teacher education as that form of education which is properly planned and systematically tailored and applied for the cultivation of those who teach or will teach in primary or post primary levels of schooling. It is the academic curricular designed solely for professional preparation of teachers, school administrators and supervisors as well as school guidance counsellors. The teacher therefore is the main plant in any educational enterprise. The purpose of teacher education are clearly stated in the National Policy on Education [9]:

- (1) To produce highly motivated, conscientious and efficient classroom teachers for all levels of the education system.
- (2) To encourage further the spirit of enquiry and creativity in teachers.
- (3) To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- (4) To provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate to any changing situation not only in the life of their country, but in the wider world.
- (5) To enhance teachers commitment to the teaching profession.

There are many routes to teachers training are undergraduate teacher training, postgraduate teacher training and Nigerian certificate of education teacher training (NCE).

The University degree in Education (B.D. (Ed) BSc (Ed) or B.Ed.)/Undergraduate teacher training: This program is offered in universities it requires a minimum of four 4 years of students, to be admitted in to any of the programs need to have five credits pass in ordinary level result which must include English language. There is a compulsory teaching practice to give inspiring teachers the chance to teach in school so to experience what their future job is like.

Postgraduate teachers training: Teachers training takes a minimum of one or two years on part time study. Postgraduate certificate in education is for teachers aiming to teach in secondary school, the program does not focus mainly on learning how to teach but also covers special professional areas like educational planning, administration, guidance and counselling, early childhood education, school supervision and inspection. Nonetheless, there are teachers who started their career in teaching by chance and do not have the necessary teachers training required for teaching.

Nigeria certificate of education (NCE): This is a three years programme offered by colleges of education in Nigeria and few other accredited institutions, the programme is basically for new teachers and the curriculum covers the basis of teaching. The three years postsecondary school education course organized in the Colleges of Education or erstwhile Advanced Teacher' Colleges leading to the award of Nigeria Certificate of Education (NCE). However, TVET is still underserved in some areas of Nigeria. In this connection, one of the most challenging tasks is to change attitudes, belief, and values toward TVET among stakeholders, including policy designers and providers of services, as well as parents, teachers and the community. The recent tracking system tends to reinforce the perception of inferiority of the Vocational track, where teachers are also separated in two different systems. Another challenge is physical and financial constraint. Even if programs exist, often modern technologies have not been utilized to cope with the facilities and programmes. In this regard, TVET needs to respond to the demands of the labour market in close partnership with employers.



Figure 1: Training institutions. (Source: Jorgen Billetoft Nigeria 2013)



Figure 2: Training institutions (Source: Jorgen Billetoft Nigeria 2013)

The globalization and sustainability, advances in ICT, and rapid technology obsolesces and generic skills are the sole focus of TVET teachers. Examination of these issues could provide some basic foundations for shaping teacher education and refining the role of teachers and learners. Teachers of the 21st century should have the ability to flexibly learn new key issues quickly, as well as ICT skills and generic skills that increase employability and mobility of

graduates and impact to the learners/ students through their institutions. Below shows how teaching role in technical and vocational education and training for the learners both in formal and informal school setting.

5.0 FINDINGS

The findings of the study are:

1. The Teachers Colleges programme is essential for primary education in Nigeria.
2. The colleges of education are not attractive enough to meet with the manpower need of teachers in Nigeria.
3. Students in the faculties of education are not concentrated to embrace teaching as a noble profession.

6.0 CONCLUSION AND RECOMMENDATIONS

The major paradigm shifts presented above, namely globalization and sustainability, emergence of knowledge society and ICT revolution as well as technological obsolescence, paint a big picture of the emerging roles of teachers and learners in an equally emerging learning and work environment. Similarly, it magnifies the growing requirements for building the foundation for ICT skills, without compromising generic skills that increase employability and mobility of the workforce from one task or job to another. Obviously, movements in the economy, emergence of new technologies and increasing models of international education vis-à-vis student requirements and orientation necessitate adequate strategies for goal-setting, which may lead to enhancing the benefits of cross border knowledge and skills building, create new innovations and expand the scope of opportunities for cultivating ‘global students’ for the ‘global world’. Essential to this is creating the foundation for understanding present sustainability issues, trends and integration in the teaching and learning curriculum. The study therefore recommends that:

1. The Teacher colleges programme should be revived and revitalized by providing good infrastructures, qualified teachers and special incentives to staff and students.
2. The colleges of education should be properly funded by the government and supervised by the appropriate agencies.
3. Good infrastructures should be provided in the various colleges of education.
4. Programmes like special induction ceremonies, allowances and special incentive to be provided to students in the various colleges of education.
5. Private colleges to be properly supervised and monitored by the ministry of education and National Commission for colleges of education.
6. Teaching practice allowances be paid to all students.
7. Inter-college visitation to be encouraged by the various school administrators.
8. The university students to be given special allowances.
9. Teaching practices period to be reviewed and allowances paid to deserving students.
10. All teacher training colleges to be made attractive by the stakeholders.

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