



Deterioration of Vocational Education in Nigerian Secondary Schools: An Overview from the Human Resource Perspective

Ibrahim Aliyu Ladan*

* Department of Logistics and Supply Chain Management, Nigeria Defence Academy, Kaduna, Nigeria.
E-mail: ibrahim.aliyu2021@nda.edu.ng

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ABSTRACT

Technical and vocational education and training (TVET) plays a crucial role in societal and national development. In Nigeria, it spans across various educational levels, from secondary schools to higher institutions. However, over time, TVET in Nigeria has faced significant challenges, particularly related to the shortage of qualified teachers and skilled personnel. This paper focuses on the issues affecting TVET, specifically those tied to human resource provision within educational institutions. The paper commences with a comprehensive literature review to enhance our understanding of TVET. It delves into the benefits of having competent TVET instructors and their responsibilities in fostering the growth of TVET. Furthermore, it explores the factors essential for ensuring the presence of qualified TVET teachers in our schools and examines the declining quality of TVET within educational institutions. Ultimately, the paper investigates the underlying causes of the gap that restricts teachers' ability and competence in effectively imparting the necessary skills to their students. It identifies teacher shortcomings as the primary reason for students' failure to acquire the requisite knowledge and skills both before and after graduation.

KEYWORDS

Technical and vocational education; teachers; challenges; human resource perspective, Nigeria.

INTRODUCTION

In contemporary society, there is an unmistakable trend towards increased technical complexity. This has heightened the importance of technical and vocational education and training (TVET) and the demand for competent personnel in this field (Boateng, 2012; Okoye & Arimonu, 2016). Ensuring the quality of TVET educators is pivotal in achieving this goal. Continuous in-service training is imperative to keep teachers' skills current with technological advancements, along with periodic industrial training to align with evolving industry trends (Boateng, 2012).

Teachers are undeniably the linchpin of the educational process, profoundly influencing students' development. The presence of well-qualified, trained, and well-equipped teachers in sufficient numbers is integral to delivering quality education and fostering economic growth (Banka & Okwori, 2019). However, Nigeria grapples with a persistent scarcity of resources for effective teaching and learning (Kasebusha & Banda, 2021). To bolster economic development, Nigerians must acquire relevant skills (World Bank, 2015).

Neglecting career education in technical programs is seen as a deficiency necessitating review. Presently, many basic technologies and TVET instructors seem ill-equipped to impart the knowledge expected due to gaps in their own training (Atsumbe et al., 2012).

Compounding this, some school managers overseeing TVET lack proper training in the field, leading to misconceptions about vocational subjects' significance and funding allocation (Kasebusha & Banda, 2021). This hinders TVET, contributing to a dearth of modern facilities, equipment, and infrastructure in schools.

Given their role in educational development, effective school leadership is vital (Shobola, 2022). It is disheartening that TVET in Nigeria remains in a state of decay (Boateng, 2012).

TVET, as a conduit for acquiring entrepreneurial skills, plays a pivotal role in enhancing Nigeria's economic landscape (M.O & Samuel, 2021). Achieving this necessitates addressing government apathy toward vocational teachers and ensuring the provision of essential resources for effective TVET (Garba, 2012). He continues to explain that many schools in Nigeria are in a state of disrepair, offering an unsuitable environment for productive learning. This is in stark contrast to the importance of teachers in the educational system, who, despite their critical role, are among the lowest-paid professionals in the country.

Problem Statement

The deterioration in education quality has reached a point where a significant proportion of graduates from the nation's tertiary institutions are inadequately prepared for employment. The deficiency in adequately trained teachers, especially in the fields of science, technology, and TVET, has contributed to the dismal performance of candidates in public examinations, notably Mathematics and English Language (Garba, 2012).

For Nigerian secondary education and TVET to not only endure but also enhance productivity, quality, and the production of a skilled workforce, teachers must possess the requisite competence. Hence, there is an imperative need for the continuous training and retraining of educators to enhance their abilities and skills, enabling them to function effectively and efficiently (Banka & Okwori, 2019). This study aims to investigate the factors behind the subpar training of students due to the shortage of adequately skilled TVET teachers. Furthermore, it seeks to propose strategies for improving the competence of TVET educators.

Aims and Objectives

The primary objectives of this study are to examine the decline in the quality of TVET education from a human resource perspective and to identify the factors contributing to this deterioration. The study aims to accomplish these objectives through the following specific goals:

- Conduct a comprehensive literature review to gain a holistic understanding of the role that TVET plays in Nigeria's educational landscape.
- Identify and delineate the specific roles that TVET teachers fulfill in the development of this sector.
- Investigate the reasons behind the degradation in the quality of TVET education, with a particular focus on the human resource aspect, particularly teachers.
- Present the research findings and offer viable solutions to address the challenges identified as responsible for the decline in TVET quality.

METHODOLOGY

This research, titled “Deterioration of Vocational Education in Nigerian Secondary Schools: An overview from the Human Resource Perspective,” was undertaken to investigate and gain a comprehensive understanding of the factors that influence the state of the TVET sector in Nigerian schools. Additionally, it aimed to propose recommendations based on a thorough examination of previous scholarly articles and journals, particularly those that centered on the human resource aspect. The research involved an exhaustive analysis of a selection of nineteen (19) articles and reports whose primary focus was on factors affecting the development of TVET and education in Nigeria as a whole. These sources were meticulously reviewed and comprehended, allowing for the identification of major issues related to TVET education from various perspectives. Drawing from these findings, this paper concentrates exclusively on the challenges associated with the human resource component of TVET education in Nigeria.

LITERATURE REVIEW

The revised Nigerian Policy on Education (NPE) in 2004 officially recognizes TVET as an integral component of the country's educational framework. The NPE defines TVET comprehensively, encompassing not only general education but also the study of technologies and related sciences, as well as the acquisition of practical skills, attitudes, understanding, and knowledge pertaining to various occupational fields across economic and social sectors. In essence, TVET within the Nigerian educational system offers a platform for vocational training, skill acquisition, and the development of scientific competence, all geared towards fostering self-reliance and advancing national development.

Within academia, there have been efforts to categorize this educational system using terms like vocational education, technical education, vocational and technical education, and technical and vocational education and training (Nwosu & Micah, 2017). These classifications highlight that TVET represents the highest level of skills and knowledge imparted prior to entering the workforce, equipping individuals to adapt to evolving workplace technologies. TVET programs are available at various educational institutions, including Vocational Training Institutes and Centers, Technical

Colleges at the secondary level, as well as colleges of education, polytechnics, and universities at the post-secondary education level.

Oviawe & Anetekhai (2019) emphasize that TVET is a recognized form of education renowned for its pivotal role in fostering commercial and industrial mobilization within societies. It provides essential training required for industrial development and management, bridging the gap between theoretical knowledge acquired in classrooms and its practical application in real-world settings. The diverse perspectives on TVET underscore its significance in preparing students and young individuals for future employment opportunities, particularly in a dynamic economic landscape where TVET assumes a crucial role (Oviawe & Anetekhai, 2019). Effectively implemented, TVET can be considered the driving force behind overall industrial, socio-economic, and economic advancement within a country.

Role of Vocational Teachers for TVET Survival in Nigeria

Researchers have observed a concerning decline in the quality of teaching personnel within Nigeria's secondary schools over the years. Despite recommendations for graduate-level educators, Nigeria Certificate in Education (NCE) holders still dominate the teaching staff in secondary schools, with some graduate teachers lacking the necessary qualifications and skills required for effective teaching (Garba, 2012). Atsumbe et al. (2012) emphasize that the quality of teachers is a primary factor affecting the full implementation of basic technology programs.

Further underscoring the critical role of TVET teachers in Nigeria, Atsumbe, Raymond, Idris, & Mele (2012) highlight the findings of a federal government committee tasked with examining important issues related to TVET. The committee's report stresses the need for TVET teachers who can demonstrate competencies essential for students' intellectual growth and provide a foundation for advanced studies in technological education.

In a study examining the availability of human and material resources in technical and vocational education within secondary schools in southeastern Nigeria, Edobor (2007, as cited by Offor & Major (2014) noted inadequacies in both the quality and quantity of human resources (teaching and support staff) and materials. This scarcity adversely affects the effective teaching and learning of technical and vocational education subjects.

Given these observations, it becomes evident that, for the proper implementation and realization of the benefits of TVET, teachers must excel in their respective fields and complete teacher-training programs that equip them with the skills to effectively impart knowledge and practical skills to students (Mohammed, 2013). TVET teachers should possess comprehensive knowledge, encompassing pedagogical skills and various aspects of TVET, particularly skill acquisition and practical application (Atsumbe et al., 2012).

Responsibilities of TVET Teachers

Teachers play a pivotal role in guiding students throughout their educational journeys, serving as their role models and imparting valuable knowledge. In the context of TVET, teachers must also contribute significantly to the training and retraining of employees. Their skill set should encompass effective facilitation of the entire instructional process, including assessing student needs, establishing an instructional framework, creating conducive learning environments, and evaluating learning outcomes (Enyekit et al., 2011).

TVET teachers carry the crucial responsibility of encouraging students to engage with vocational subjects due to their inherent significance. As emphasized by Shobola (2022), clearly articulated statements regarding the importance of TVET can foster a positive understanding of its contributions to youths' lives. This is particularly pertinent as students often allocate their time to academic studies, leaving limited room for informal education or vocational training during school and extended holidays (Shobola, 2022). Consequently, teachers must employ effective teaching strategies to motivate students to pursue vocational education, addressing the complexities of the instructional process and various associated challenges.

Impact of Teacher quality in Improving TVET Education

In our increasingly technical and complex society, vocational skills are gaining paramount importance, particularly in light of the current global challenges. The educational success of any nation hinges upon the presence of a substantial cadre of professionally trained, dedicated, motivated, qualified, engaged, conscientious, and proficient classroom teachers. As recognized by Molagun (2015), no educational system can surpass the quality of its teachers.

The National Policy on Education (FRN 2004: 38) underscores the critical role of teachers in national development, asserting that "no education system can rise above the quality of its teachers." Hence, there exists a compelling need to enhance their capabilities through various means, including in-service training, conferences, workshops, and more, to bolster their knowledge and teaching proficiency (Banka & Okwori, 2019).

However, despite the pivotal role of TVET teachers, several challenges persist. Among these is the reluctance or inability of some teachers to update their own skills, hindering their capacity to adapt to and effectively deliver new curricula. Notably, reports have surfaced regarding the deficiency of fundamental ICT skills among Nigerian TVET teachers, which could significantly impact their ability to proficiently teach the prescribed curriculum (Enyekit et al., 2011).

Benefit of Having Qualified Teachers for Vocational Education

The effective implementation of vocational and technical education, with a strong emphasis on its benefits and importance, is crucial. Equally important is the recruitment of skilled personnel to instruct students. Without these key components, we cannot aspire to produce future graduates who are self-reliant and possess the necessary skills and adaptability for sustainable human capital development in our rapidly advancing global era of technology and progress.

It is evident that the teaching of vocational and technical subjects demands the integrated application of diverse teaching methods and a creative approach to their selection and organization (Enyekit et al., 2011).

Level of Deterioration of TVET Quality in Nigerian Secondary Schools

Comprehensive research and ongoing endeavors consistently reveal a significant discrepancy between the qualifications possessed by job seekers and the skill prerequisites mandated by employers. This incongruity predominantly arises from technical and vocational schools imparting skills that are frequently outdated and incongruent with the contemporary demands of industries and society. Consequently, a substantial portion of graduates emerges with highly specialized yet narrowly applicable skills, often acquired on antiquated equipment, leaving them either unemployed or relegated to unskilled positions.

Further exacerbating this issue is the widespread practice in many factories, particularly those involved in joint ventures, of utilizing cutting-edge or upgraded machinery that markedly differs from what students encountered during their studies. This necessitates that employers invest resources in retraining these graduates to operate modern equipment. While the persistent challenges of unemployment and underemployment pose long-term developmental obstacles, the pressing issue of a dearth of skilled labor resulting from knowledge mismatches must be urgently addressed to invigorate economic growth (Federal Republic of Nigeria, 2005).

Regrettably, it remains both disheartening and perplexing that, in the 21st century, numerous TVET departments still rely on engineering workshops and faculty members to deliver instruction in technical education concepts (Oviawe & Anetekhai, 2019) due to the glaring deficiency of adequate teaching equipment within their respective departments.

Challenges Faced by the Human Resource Perspective in TVET Education

Numerous issues have been identified as the underlying causes of the decline in the quality of TVET education, and they are closely linked to the caliber of teachers. These factors have had a detrimental impact on the teaching and learning processes. The following factors are listed, along with discussions detailing their effects on the quality of TVET.

Highly Lack of Motivation

TVET teachers often find themselves in a disadvantaged societal position when compared to other professionals. They are subjected to lower pay, delayed salary disbursements, and lack of recognition from both the government and local communities. Regrettably, even students sometimes hold a diminished view of teachers and the teaching profession itself. Such a situation can be disheartening for teachers, and it's disconcerting that many people suggest that they should not pursue teaching as a profession (Banka & Okwori, 2019).

Inadequate Funding

Inadequate staffing within the TVET sector is primarily a consequence of insufficient funding. The turnover rate among employees is not particularly high, primarily due to inadequate compensation. Consequently, individuals are not attracted to teaching roles but instead seek employment in other sectors, sometimes even abroad or in industries (Oviawe & Anetekhai, 2019). Unfortunately, the government has yet to take substantial action to address this issue. By enhancing and upgrading remuneration within the TVET sector, it is highly likely that qualified individuals with the requisite skills and professionalism would be enticed to pursue teaching careers.

Clearly, if well-qualified individuals are not provided with employment opportunities, less-qualified individuals will inevitably fill these positions. Leaving these vacancies unfilled would undoubtedly result in a decline in educational standards and the quality of instruction provided to students, further exacerbating the deteriorating state of TVET education in the country.

Students to pupil ratio

Nigerian schools face an ongoing challenge of deteriorating facilities. These institutions grapple with severe overcrowding, characterized by a lack of sufficient classrooms, laboratories, and technical workshops to accommodate the student population. The substantial number of students in each class poses significant difficulties for teachers in effectively imparting knowledge. A study conducted by the Dalberg Global Development Advisors in 2014 highlighted a pressing issue: Nigeria's pupil-to-teacher ratio in West Africa is the highest, with 33 pupils for every one teacher. This elevated ratio is

a matter of concern, as it directly impacts the quality of the learning environment and the effectiveness of the educational process (Dalberg Global Development Advisors, 2014).

Shortage of Vocational Teachers

The shortage of qualified trainers for teachers, as well as inadequate facilities, has emerged as significant challenges in ensuring an adequate number of educators in schools (Gaines & Oti, 2020). A report by the Federal Republic of Nigeria in 2005 conducted a teacher gap analysis as part of the Education Sector Status Review in 2003. The study revealed that there is a pressing need for 1058 teachers across all federal science and technical colleges to meet the current demand for educators. Furthermore, it was noted that these colleges not only lack a sufficient number of teachers but some also have no vocational teachers at all. The Master Plan for Technical and Vocational Education acknowledges this issue and outlines an action plan to train 20,000 teachers (4,000 annually) for technical and vocational education by 2010. Despite these efforts, current research continues to highlight the shortage of TVET teachers as one of the major challenges facing TVET in Nigeria.

Subsequently, post-2010, the Dalberg Global Development Advisors (2014) emphasized the ongoing shortage of adequately trained teachers as a significant challenge in the TVET sector. Their findings in 2014 indicated a requirement for an additional 65,000 teachers to meet the Universal Basic Education standards adequately. Of the available teachers, only 66% can be considered adequately trained. Beyond the low number of teachers, the lack of teacher expertise, challenging classroom environments, insufficient support and continuous assessment for teachers, and resource shortages contribute to lower student achievement. Many TVET institutions struggle to employ trained trainers, assessors, and verifiers, support them in enhancing their skills, and provide appropriate training facilities, aids, and technology for practical education (Gaines & Oti, 2020).

Under-rating the value of TVET education

The core issue at the heart of the teaching profession's challenges is the lack of prestige and value associated with it. Teaching is often seen as a last-resort career choice, attracting individuals who may not be the most capable or highly qualified. The admission requirements for colleges of education are notably lower than those for universities, as highlighted by the Dalberg Global Development Advisors in 2014. This situation is particularly detrimental to vocational education, which already suffers from low prestige and recognition in Nigeria.

Vocational education tends to be unfairly stigmatized as a pathway for those who are not academically inclined, further exacerbating its lack of prestige. Many individuals end up in teaching vocational education because they couldn't find "something better," and they are often eager to leave if a different opportunity arises. This situation has serious consequences for teacher education and training, leading to brain drain as skilled educators seek better prospects and a decline in academic standards (Banka & Okwori, 2019).

Problem of Curriculum Development

Oviawe & Anetekhai (2019) referred to Odu's (2013) assertion that the TVET curriculum should prioritize practical activities over theoretical classes. However, in reality, Nigerian secondary schools, technical colleges, and universities often emphasize theoretical learning within classroom settings rather than practical application. This presents a significant challenge to TVET teachers, making it difficult for them to incorporate practical teaching methods into their instruction when the curriculum leans heavily towards theory.

To enhance the effectiveness of TVET instruction, it is imperative to overhaul the curriculum and incorporate more practical strategies, giving greater emphasis to hands-on learning rather than theoretical aspects. This adjustment has the potential to empower teachers to deliver a more well-rounded and comprehensive education in TVET subjects.

Need for Re-training of Vocational Teachers

Continuous learning and professional development are vital for any professional to maintain their expertise. Teachers, in particular, are encouraged to pursue further training to acquire new ideas, skills, teaching methods, research capabilities, and stay updated with changes that can enhance their academic standing and professional growth (Banka & Okwori, 2019). Teachers, along with available resources, possess significant potential to directly influence students' educational experiences and their ability to apply classroom knowledge to real-world jobs and employment opportunities.

Investing in teachers, whether they are training new educators, vocational teachers, or providing in-service training, can significantly impact student outcomes. This investment can take various forms, including physical infrastructure like teachers' colleges and online or mobile resources offered by different service providers in Nigeria (Dalberg Global Development Advisors, 2014). Such initiatives can enhance the competencies of vocational teachers and contribute to school improvement.

In the context of technical and vocational education, where skilled and proficient teachers are essential, teacher preparation must be given a top priority. Regular in-service training for technology teachers is crucial to upgrade their skills (Okoye & Arimonu, 2016). Re-training teachers is especially valuable as it equips them with new skills and keeps them up-to-date with technological advancements and emerging trends in the job market. While challenges may be associated with re-training vocational teachers, the importance of these efforts cannot be overstated, as they are vital for achieving optimal productivity in TVET and fostering positive outcomes.

DISCUSSION

The study clearly indicates that many of the problems related to the development of technical and vocational education and training from a human resource perspective are rooted in financial issues. These financial issues encompass poor allocation of sufficient resources for the sector's effective functioning, inadequate remuneration for staff within the sector, and a general undervaluation of TVET by the community, partly due to the delayed and inadequate remuneration.

Based on the study's findings, it can be concluded that all these identified problems are primarily caused by a lack of funding and poor resource allocation. Addressing these funding issues by improving teacher remuneration will likely lead to addressing the problems of motivation, the shortage of vocational teachers, and the undervaluing of TVET. This, in turn, will attract more qualified personnel to the sector. Consequently, the value of TVET education will increase among the public, leading to higher student enrollment in the field. Achieving increased student enrollment and interest in the sector can yield numerous benefits, including tackling unemployment challenges, reducing rates of social vices and crimes in communities, and addressing other related issues. Multiple studies have demonstrated the potential of TVET education in reducing unemployment rates in Nigeria and curbing social issues in communities.

Furthermore, addressing the issue of funding and resource allocation in the TVET sector can help overcome challenges such as student-to-pupil ratios, curriculum development issues, and the need for retraining of vocational teachers. Sufficiently allocated resources can be used to employ more staff to meet the demand for additional teachers. These resources can also facilitate curriculum modification, improvement, and development that aligns with the demands of the current century. Additionally, funds can be utilized for providing further training to teachers through workshops, conferences, seminars, and other forms of professional development.

In summary, a lack of funding is a major challenge affecting the human resource perspective of TVET. Adequate funding is essential for the sector's development, effectiveness, and functionality. Without improved funding, many of these challenges are likely to persist, exacerbating the ongoing deterioration of the sector.

Possible Solutions to the Discovered Challenges

Banka & Okwori (2019) provided several recommendations for improving technical and vocational education and training from a human resource perspective, which can also be applied to the challenges identified in this study. These recommendations are as follows:

- **Support Teacher Training:** The government, along with other stakeholders in education, including corporate bodies, parents, individuals, and educators, should collaborate to facilitate the training and retraining of teachers to enhance their acquisition of skills and knowledge in Nigerian secondary schools. This can be accomplished through the organization of conferences, workshops, refresher courses, and similar initiatives.
- **Enhance School Inspection:** School inspection has faced criticism for its inadequacy in assisting classroom teachers in improving their performance. However, well-trained inspectors can play a pivotal role in identifying teachers who require additional support in areas such as classroom management and pedagogy.
- **Optimal Teacher Placement:** Qualified and trained teachers should be placed in positions that align with their specialization. This ensures that they can contribute their best efforts and expertise in their respective fields.
- **Provide Incentives:** The government and school administrators should offer incentives in the form of promotions, allowances, and fringe benefits to motivate teachers. This can also serve as encouragement for other teachers who are not well-trained to pursue further training.
- **Implement New Methods and Ideas:** Teachers should leverage the new ideas, methods, research skills, and changes they acquire during training. Implementing these insights can lead to improvements in curriculum content, professional development within schools, and overall academic performance of students.

In addition to these recommendations, Okaforcha et al. (2019) emphasize the importance of school supervision as a means of enhancing human resource provisions in secondary schools. Effective school supervision can play a vital role in improving the quality of education through the following means:

- **Performance Evaluation:** Supervision helps assess the performance of teachers within the school system. Proper supervision enables a clear understanding of teachers' performance and capacities, facilitating effective evaluation of their effectiveness in the teaching profession.

- **Teacher Management:** It aids in determining whether a teacher should be transferred, promoted, retained, or dismissed based on their performance and observations by supervisors. This ensures that teachers are appropriately placed within the system.
- **Teacher Improvement:** Through supervision, it is possible to identify and support incompetent teachers, providing them with opportunities for improvement.
- **Talent Recognition:** Supervision helps discover special abilities or qualities possessed by teachers in the school. These unique talents and qualities can be nurtured and utilized effectively, especially in an era when there is a shortage of well-trained personnel in the teaching profession.
- **Staff Development:** Supervision serves as a guide for staff development, helping teachers improve their competencies through targeted feedback and support.
- **Classroom Management Assessment:** It assesses the effectiveness of classroom management by teachers. This is especially important in technical and vocational education, where the theoretical and practical aspects of teaching need to align effectively. Through supervision, areas for improvement can be identified and addressed.
- **School Direction:** Supervision helps in understanding the direction of the school. It aids in assessing the school's goals, objectives, and overall direction, which can then inform strategies for improvement and development.
- **Identifying Urgent Needs:** Supervision is a tool for identifying the urgent needs of the school. By engaging with teachers and observing the academic environment, supervisors can pinpoint areas that require immediate attention and resources.

In summary, supervision in education is a multifaceted process that plays a crucial role in assessing and improving teacher performance, fostering staff development, recognizing unique talents, and ensuring that schools are on the right path to educational excellence. It also serves as a means of identifying and addressing the pressing needs of educational institutions.

RECOMMENDATIONS

Improving remuneration is indeed a fundamental step in enhancing the TVET sector from the human resource perspective. This strategy addresses some of the key challenges associated with attracting and retaining qualified personnel in the teaching profession. Here are some key points on the importance of improving remuneration in TVET.

- **Attracting Qualified Personnel:** A competitive remuneration system is vital for attracting qualified individuals to the teaching profession, especially in TVET. Many skilled individuals may choose other career paths with better financial prospects. By offering better pay, TVET institutions can entice highly skilled professionals to become educators.
- **Motivating Teachers:** Improved remuneration can significantly boost teacher motivation. Well-paid teachers are more likely to be motivated, dedicated, and enthusiastic about their roles. This motivation can translate into better teaching practices and increased commitment to students' development.
- **Encouraging Professional Development:** Adequate remuneration provides teachers with the financial means to pursue continuous professional development. This includes attending

workshops, conferences, and training programs to enhance their skills and stay up-to-date with technological advancements and industry trends.

- **Retaining Experienced Teachers:** Competitive remuneration, along with special allowances, helps retain experienced TVET teachers. Retaining experienced educators is valuable because they bring not only subject expertise but also years of teaching experience, which can positively impact students' learning outcomes.
- **Addressing Brain Drain:** In many cases, low salaries can lead to a "brain drain," where qualified teachers leave the profession or seek employment opportunities abroad. By offering better compensation packages, TVET institutions can mitigate this issue and retain skilled educators.
- **Enhancing the Quality of Education:** When teachers are well-compensated, they are more likely to dedicate themselves to their roles and provide quality education. This, in turn, improves the overall quality of TVET and benefits students.
- **Promoting TVET as a Respectable Career:** Improved remuneration can contribute to changing societal perceptions about teaching in the TVET sector. When teaching is financially rewarding, it can enhance the status and prestige of the teaching profession.
- **Proper Supervision Strategy:** Implementing a robust and effective supervision strategy is essential for identifying and addressing individual challenges faced by TVET teachers. Regular supervision can help provide teachers with constructive feedback, support, and guidance to improve their teaching practices.
- **Curriculum Review:** Reviewing and revising the curriculum to include a greater emphasis on practical aspects over theoretical aspects is essential. This adjustment aligns the curriculum with real-world needs and ensures that graduates can effectively apply their knowledge and skills in practical settings.
- **Recruitment of Sufficient Personnel:** The government should focus on recruiting an adequate number of qualified TVET teachers to reduce the burden on current teachers and address the shortage of TVET educators. Overworked teachers may struggle to provide quality education.
- **Student-to-Teacher Ratio:** Ensuring that the student-to-teacher ratio in TVET classes and schools meets international standards recommended by organizations like UNESCO is crucial. Smaller class sizes can lead to more effective teaching and better learning outcomes.
- **Government Solutions:** The government should take proactive steps to address all the identified challenges within the TVET sector. This includes allocating appropriate funding and resources, as well as implementing policies to improve the overall quality of TVET education.
- **Upgrading Equipment:** Upgrading and maintaining the machines, tools, and equipment used in TVET education is essential. This ensures that students are learning on equipment that reflects real-world industry standards, making their transition to the workforce smoother and more effective.

These recommendations, if implemented effectively, can contribute to the revitalization and improvement of the TVET sector in Nigeria. They address critical issues related to teacher quality, curriculum relevance, resource availability, and overall educational quality.

CONCLUSION

The study conducted was able to discover the challenges faced by the technical and vocational education and training sector. It highlights significant issues that need to be addressed for the development of the program in Nigeria. Here's a summary of the key findings:

- **Challenges in TVET Education:** The literature review conducted in your study has identified six major challenges faced by the human resource perspective in the TVET sector. These challenges include a lack of motivation among teachers, inadequate funding, high student-to-pupil ratios, a shortage of vocational teachers, the undervaluation of TVET education, and issues related to curriculum development.
- **Need for Teacher Training and Retraining:** One major finding of your study is the pressing need for special training and retraining of TVET teachers. This training is essential to equip teachers with the skills, knowledge, and competencies required to effectively deliver TVET education and overcome the challenges identified.
- **Mitigating the Challenges:** Your study also suggests possible ways to mitigate the effects of these challenges. These strategies include improving teacher motivation through incentives and better remuneration, increasing funding to the TVET sector, addressing the student-to-teacher ratio issue, recruiting more qualified vocational teachers, raising awareness about the value of TVET education, and revising the curriculum to emphasize practical aspects.

In conclusion, this research underscores the importance of addressing the challenges faced by TVET education in Nigeria. The recommendations and findings provide a roadmap for improving the TVET sector, enhancing teacher quality, and ultimately contributing to the development of a skilled and competitive workforce in the country.

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