

# CAREER EDUCATION IN TECHNICAL, VOCATIONAL EDUCATION AND TRAINING: AN INTEGRATED APPROACH TO GOOD GOVERNANCE

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## **Abstract**

*Current activities in Technical and Vocational Education and Training (TVET) show that career education is gaining importance and it has become increasingly relevant for both employers and employees to adjust accordingly. Career education can be seen as enumeration of consecutive jobs and training. Currently, the focus on jobs and training may not be clear enough without TVET. Governance is a very important facet of political development. It is apparent that some leaders, in most cases lack the skills to propel governance for a reliable and sustainable development. Technical and vocational education and training in all aspects, is an authentic facilitator to career development. It is important to note that when a youth is developed in a particular career, he is efficiently endowed with opportunity, skill and zeal to develop the nation and this can only be achieved through TVET, which satisfactorily remains the fulcrum for career education. It is based on the above premises that the paper examined the concept of career education in TVET and good governance. It also streamlined the techniques for advancing career education. Recommendations were directed at ensuring that government, technical colleges, families and religious organizations contribute to the development of career in TVET.*

The democratic governance of a nation is fundamentally rooted in the proposition that the political authority is anchored on the occupational stability of the citizenry (Iwuzor, 2010). Occupational analysis indicates that TVET is a potent force which could be harnessed in solving societal problems through career development. Career is defined by Ogbini (2012) as a course of life endeavour which incorporates an effective consecutive and progressive achievement in a field of interest as intended by an individual for livelihood. Ogude (2013) noted that career as a life style concept involves a sequence of work or leisure activities in which one engages throughout a life time. Ogude further indicated that careers are unique to each person, are dynamic, unfolding throughout life. Career is the totality of work one does in life time, and it is person oriented. Career education is an improvement in a specific area of specialization to enable the individual exhibit extraordinary and in-depth talent for self-reliance (Bala

2009). Career education is not only an important activity for integration into an individual's life but also a necessary activity. Nwana (2012) opined that career education signify the hub of any meaningful development, since man heeds to all activities on earth. In other words, career education encompasses the satisfaction of needs, rapid technological development, growth in business and national development.

### **Technical and Vocational Education and Training (TVET) and Good Governance**

Ibeneme (2012) described TVET as the primary agents of transformation towards sustainable development, increasing people's capacities to transform their ideas into salable skills for self actualization. The United nations Education Scientific and Cultural Organization (UNESCO) and the International Labour Organization (ILO) recommendations of 2006 on TVET for twenty-first century; define Technical and Vocational Education as a compressive term; referring to those aspects of the educational process involving the study of general education, technologies, related sciences and the acquisition of practical skills, attitudes, understanding and knowledge, relating to occupations in various sectors of economic and social life.

Since TVET is concerned with the preparation of students for employment through the provision of knowledge, skills and attitudes desirable in the world of work, its contribution to good governance is the enhancement of economic and social development of the nation, it is therefore, an essential approach in preparing human resources within the educational/economic system. TVET, by its self does not create jobs, but it is beneficial when it is associated with the actual needs of the labour market. This is why it is pertinent for career education in Nigeria to match both current and future labour market needs. A standard TVET is expected to mobilize resources needed to face the present problems and future challenges for an efficient motivating environment that leads to effective interaction between all parties involved in the training process. Due to concentration on the actual needs of the labour market and focus on the output, TVET designs flexible career programmes that would serve the needs of production, service sectors, designs practices and learning experiences that best serve job requirements (Adams, 2006).

The African Union (AU) recognizes the importance of TVET as a means of empowering individuals to take control of their lives and recommends therefore, the integration of vocational training and career education into the general education system. The AU also recognizes the fact that vast numbers of young people are outside the formal school system and consequently recommends the integration of non-formal learning methodologies and literacy programmes into national TVET programs (Okafor, 2007).

TVET initiation in the education of youths for the purpose of a marketable career and self-reliance is a positive step towards poverty eradication in the country. It is therefore important to ensure that every Nigerian citizen has equal access to TVET programmes, which should be relevant to the needs and aspiration of our society. It is against this background that Bala (2009) stated that since TVET is the proportion of individual for an occupational field, it has to effectively and efficiently provide the foundation for productive and satisfying careers and should:

- Lead to acquisition of broad knowledge and generic skills applicable to a number of occupations and is able to transfer from one field to another during his/her working life.
- Provide the background in terms of knowledge, skills and attitudes for continuing education at any point in the world of work.
- At the same time offer both a thorough and specialized preparation for initial employment, including self-employment and also training within employment.

### **Concept of Good Governance**

As the wind of democratic governance blows across the nation as the most generally accepted mode of good governance; as opposed to autocratic government, one indispensable ingredient of democracy remains the provision of an enabling environment in which the citizenry would benefit and be able to earn a living through an employable career (Agbo 2011).

Ogunsanya (2014) states that good governance encompasses the rule of law, respect for human rights, consensus orientation and strategic vision, political pluralism, equity and inclusiveness; accountability and transparent processes in institutions, values and attitudes that foster responsibility. These attributes of good governance are the by products of quality education for all, good roads, employment opportunities to all, with fair payment, shelter, freedom of association, right of expression, protection from harm and health care facilities that are needed by the people (Uzoечи, 2008). Good governance is required for the growth and development of any nation, unfortunately successive administration in Nigeria have not allocated much to the needs of the people and worse still, the meager allocation are often diverted by government officials to their private accounts and projects and this has adversely affected the rapid development of this nation when compared to some developed countries.

### **Techniques for Advancing Career Education in Secondary Schools**

The increased pace of technological advances has created a number of job opportunities which demand change in work career of Nigerians (Ezeji, 2006). It is pertinent to note that one of the more relevant and meaningful techniques of providing career education experiences is by having the student gain first-hand knowledge of a given line of work, and the opportunities for first-hand experience in career

development which can be accomplished by the following development techniques as stipulated by Ezeji (2006).

### **On-the-job-training**

This form of training could be adapted for use in the Nigerian secondary schools. In this case, the student earns as he produces. He uses the same machines, equipment and materials, he is likely to use after training. During the period of training the student will as much as possible be given opportunity to work on different aspects of the production units in order to gain experience on a wide spectrum of work in the industry.

### **Co-operative Work-study (SIWES)**

This is a programme for students who are enrolled in educational institutions in which they receive practical training within a specific period. Essentially the main aim of the training is to give the students the actual practical work experience in industry to complement the classroom theory and workshop practices, thereby developing general and specific skills, knowledge and attitudes.

### **Apprenticeship system**

Apprenticeship system is among the commonest method of vocational training in Nigeria. Usually, it involves a procedure by which young person's acquire the skills necessary to be proficient in a trade, craft, art or other specialized areas. This system could be built into the school system to cater for those who have demonstrated the right aptitude for technical education which will qualify them for employment in industries or enable them to establish some business of their own in due course.

### **Vocation Employment Programmes**

Vocation career programmes should be organized for students in specialized vocational – technical areas with incentives such as allowances paid to them for their up-keep during the period.

### **Part-time jobs**

Secondary school students should be encouraged to take up part-time jobs in farms, schools, parks, hospitals etc, such job experiences with related counseling and remedial instructions are extremely helpful to students who are not performing relatively well in the regular school setting. However, an opportunity to work with adults in a different environment to learn how important it is to follow instructions and how school and work are inter-related can awaken a student to his career responsibilities.

### **Vocational Programmes**

Technical and vocational courses contained in the current secondary school curriculum should emphasize the development of occupational awareness in students. Exploratory, manipulative, classroom and laboratory experiences should be offered in a wide range of occupational areas. This can be very helpful to young people in planning more realistically for careers.

### **Intensive Skill Training**

It is vital to develop saleable skills by the students who plan to leave school at junior secondary school level. When such students are identified, the school should partner with surrounding industries and assists them in the areas they want to explore and follow that up with training on specific entry job. The ultimate goal of this programme is placement in specific jobs to enhance career education. Students towards the end of their stay in school, should be registered in government approved skill acquisition centres where they can gain experience in various trades of interest.

### **Conclusion**

In Nigeria, many youths trained in tertiary institutions are roaming the streets unemployed due to misconception in career initiation. Some pick-up specific careers because their peer groups are involved, while some are pressurized by their parents or family members to training in a particular career that is highly recognized by the society, such as medicine, law, accounting, pharmacy etc; without the aptitude and interest to choose such career.

Career education activities start with a simple desire to commence a new venture that will eventually emerge into a self-actualized life-long job opportunity. TVET, in all ramifications, is a spring board to an effective and efficient career. This can only be achieved through a regulated and articulated training in marketable skill acquisition programmes in specific areas of specialization that would enable the individual to be useful to himself and the society at large.

### **Recommendation**

Career education exposes an individual to the realities of his environment and adequately prepares him for effective living in the society. It is on these premises, that the following recommendation is captured.

- Career education should be relevant to the needs and aspiration of the citizenry and the society.
- Government should encourage students to pick-up careers of interest with benefits before graduation and thereafter become dedicated to the saleable world of work.

Parents should be advised, especially during the Parents Teachers Association (PTA) to desist from choosing courses for their children and wards. This act often misleads the student into an undesirable career.

Career counseling at the early stage of education is very important. Career counseling helps a student to make the right decisions about his/her future career. This will create the necessary awareness and motivation for promoting self employment which is an alternative to wage unemployment.

- There should be a broad based conceptual framework of career education that most involves the society at all levels of government, and employers of labour in the planning of career development programmes.
- Experienced resource persons in career education should assist administrators of primary and secondary schools and tertiary institutions in guiding the students in subjects of interest that can boost their future career.
- There should be training and retraining programmes in career education and entrepreneurial skills with key objectives to monitor the progress of graduates at various stages in the job and in their chosen occupation.
- Nigeria youths should be more prepared to meet the challenges of the rapidly and constantly changing developments in our society today. These changes are becoming increasingly more challenging. Thus, it becomes necessary that curriculum planners and educational administrators should breast-up for the task ahead. The only proper way to achieve this is by assisting the students in making a fruitful career choice or decision which is consistent with their values and goals in line with the requirements of our contemporary world of work.

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