

TECHNICAL EDUCATION FOR RE-ORIENTATION, POVERTY ERADICATION AND NATIONAL DEVELOPMENT

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Abstract

This paper focuses on the importance of Technical Education towards value re-orientation for poverty eradication and national development. Among them are competency-based training and funding of the programme. This is more so as the problems facing the country among others, range from unemployment, high rate of poverty and insecurity of lives and property. The strategies for value re-orientation of Technical Education are also discussed. Recommendations were made that would make for poverty eradication and national development.

Keywords: Technical Education, Value Re-orientation, Poverty Eradication, National Development.

Technical Education for value re-orientation, poverty eradication and national development is a workshop-based education. It is assigned to equip the graduates of technical education with cognitive, psychomotive, affective and perceptual skills needed for life, self-reliant and for national development. Technical Education has been a proven bedrock of national development in the area of science and technology. Technical Education is a multifaceted, multidisciplinary and pragmatic field of study that is utilitarian in nature aimed at equipping the individuals with requisite technical skills which could enhance their relevance and functionality in the society.

Technical Education is defined as any form of education which specifically prepares all individual to perform well in a chosen occupation (Denga, 2010). Technical education involves the preparation of individuals for employment in any occupation for which specialized education is required for societal need (Osuala, 2004). It is education for productive living; therefore, any stagnation in this form of education is a sure route to economic decay (Usoro, 2012). It is education for productive living. Therefore, any stagnation in this form of education is a sure route of economic decay (Usoro, 2012). The above assertion by these authors indicates that technical education prepares people for work and to perform the work well in chosen occupational areas. The Federal Republic of Nigeria (FRN, 2013) in her National Policy on Education defined Technical Education as a comprehensive term embracing” those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

Similarly, Ibitoye (2008) opined that Technical Education have been identified as a vital form of education for values, knowledge, skills and national development. Joseph (2013) posited that Technical Education, apart from providing the required knowledge and psychomotor skills, also prepare individuals for the blue collar world of work and self-actualization in electrical installation and maintenance works, battery charging and repairs, solar power installation, plumbing, automobile mechanic repairs, computer operating and repairs, etc. This type of education therefore has the capacity, if vigorously pursued, ensures functional values re-orientation, poverty eradication and national economic development in line with Millennium Development Goals (MDGs), Education For Sustainability (EPS), Education for All (EFA), Education For Poverty Eradication (EFPE) and Education for Attainment of Nigeria’s Vision 20-2020 (EFAONV).

Amstrong (2006) define development as an unfolding process that enables people to progress from present state of understanding and capacity to a future state in which higher level skills, knowledge, values, competencies and national economic development are required. Development here is defined as learning experience of any kind, whereby individuals acquire enhanced knowledge,

skills, values or behaviours. However, every aspect of Nigeria education, particularly in technical education, needs over hauling or value re-orientation to achieve the desired goals and address the present societal needs for the achievement and development of the nation. Development concentrates on improving performance in the present job. The outcomes of development unfold through time, rather immediately and they tend to be long lasting.

Value Re-Orientation

The values individuals' holds to a great extent are the major factors in the people choice. Wikipedia (2013) defined value as the broad preferences concerning courses of action or outcomes. Business Dictionary (2013) hold value as important and testing beliefs or ideas shared by members of a culture about what is good or bad and desirable or undesirable. Value implies higher degree of importance or worth attached to things which become guidelines which influences people's behavior, attitude and dictate acceptable, stability and satisfaction in situation. Value orientation refers to the principles of right or wrong that are accepted by an individual or a social group (Fadex, 2013). It is depicted by how people think and act on the basis of the ideologies that form the foundation of an individual's or nation's belief system (Nwabuisi, 2000). Value re-orientation means improvement of what is needful for national development.

Poverty Eradication

Poverty is not new but at each mention, it stirs a lot of misgiving. This is because it has a very devastating influence on its victims. It reduces the social and psychological prestige of its victim. Poverty is a condition of being poor. This could be evidenced even amidst plenty because there could be reeking poverty of lack of knowledge to translate potentiality into practical creative benefits to actuate well being. Therefore, the key toward translating this potentiality into practical creative benefits is technical education. This is value re-orientation and leads to achievement of the Millennium Development Goals which are the eradication of extreme poverty and hunger ; reduction of child mortality; the improvement of maternal health; combat HIV/AIDS; malaria and other diseases and ensure environmental suitability and national development (Adawo, 2011).

Concept of Value Re-Orientation, Poverty Eradication and National Development

According to Nwogu (2009), the well being of any nation largely depends on its value re-orientation, poverty eradication and sustainable national development. This concept has become a global medium for expressing the need to depart from hitherto dominant models of development that apparently fail to balance the needs of people and the entire planet in the pursuit of peace and prosperity (Wals 2009). Usoro, Usoro, Akpan and Otu (2010), define development in terms of reduction in the level of poverty, illiteracy, unemployment and income inequality. However, Dike (2007) emphasizes that, "national development encompasses social and political as well as economic development defined as the attainment of a number of ideas of modernization such as a rise in productivity, social and economic equity, improved institutions and values". The main objective of value re-orientation, poverty eradication and nation economic development is to raise the standard of living and the general well being of the people in an economy where almost everybody can be self-reliant and this can be done through technical education.

Value re-orientation in technical education means that the present state is inadequate in term of goal attainment for poverty eradication and national development. Re-orientation of technical education in Nigeria means that the present system is inadequate in its achievement with respect to individual and national sustainable achievement which has fallen short of public expectations particularly with face of energy technologies (Dike, 2009, Orana, 2009, Usoro, Ikpe and Akpan, 2010). The reason for re-orientation in technical education is that it has not lived up to the expectation of the public.

The above assertion can be summarized in the following table below:

The Relationship between Technical and Vocational Education (VTE) and National Development

S/n	Components of VTE	Occupations Taught	Economic Goals Served	Related Values and National Development
1	Agricultural Education	Agricultural products, supplies, ornamental horticulture, and other related services	To maintain a profitable, viable and efficient agricultural production sector capable of meeting all food and fibre demands while providing satisfactory income to farmers for factors of production.	Eradication of poverty and hunger, and by implication improve national development.
2.	Business Education	Accounting and computer occupations, business Data processing, filling, office mechanics, general and occupations, keyboarding and related occupations.	Prepares workers for the labour force, offers instruction for economic understanding and personal economic competencies.	Eradicate extreme poverty and hunger and achieve universal primary education.
3	Computer Education	Computer basis, Microsoft, Excel, printing procedures, windows operation, maintenance, etc.	Word processing, programming, desktop publishing, printing, and internet operation.	Eradicate poverty, develop global partnership and national development.
4	Home Economics	Comprehensive home making, human development, food and nutrition, family health and shelter, care and guidance of children and elderly, food management.	Producers of goods and services, consumers of goods and services, residential care, and decision makers and producers of knowledge, skills and attitude.	Poverty eradication and environmental sustainability.
5.	Technical and Vocational Education	Appliances repair, maintenance of aircraft, automobiles, business machines, construction and maintenance trades e.g.: carpentry, electricity, masonry, plumbing and pipe fitting and drafting	Provides manpower with employable skills in the use of functional technology related to the occupational areas.	Eradication of poverty through the skills acquired.

Aqua (2009)

Problems of Technical Education in Nigeria

There are a lot of challenges facing technical education which has impacted negatively on national development in Nigeria. Technical education degree graduates are regarded as inferior to regular academic degree, hence acute shortage of vocational technical teachers (Oguntuyi, 2003). The poor quality of teachers in the Nigerian educational system is leaving the country's students unprepared for 21st century challenges. The faulty foundation of teachers' training and certification process, poor teaching methods and limited opportunity for continuous teachers' development are some of the critical challenges facing the Nigerian educational systems. Ekpenyong (2008) also identified lack of adequate training facilities and stressed that about 50% of the institution running vocational technical education in Nigeria are yet to meet approved national standard. In many of schools basic facilities such as furniture's, laboratories, running water, electricity, machines, computers, etc, are missing. Amoor (2008) also highlighted funding of vocational technical education

programmes as inadequate. Poor funding is another problem. Financial sustainability facilitates the development of knowledge which requires innovative measures so as to ensure that public vocational and technical educational institutions are not deprived of much needed resources for their future expansion. Lack of awareness about vocational technical education programs of various levels of school curricula is another short coming (Nwanaka & Amaehule, 2011). In their view, it has taken the educationalist working for the government more than twenty years to developed the national policy and curriculum, yet the general public do not seem to understand the implication of technical education in the development of the economy

Technical Education: Value for Re-Orientation, Poverty Eradication and National Development

There should be practical national development before a country can move forward. This, however, is dependent on available resources and the ability to optimize the application of these resources beneficially as well as keeping the physical environment safe, health, stable and highly conducive. Akpomie (2009) asserts that no nation can move forward technologically, industrially and economically without developing a strong partner initiative in the creation of wealth, poverty reduction and employment generation with required skills. These skills include technical, human and specific skills to cope with the challenges of the future since technical education is a vital tool for the value re-orientation, poverty eradication and sustainable national development. Joseph (2013) opined that for technical education value re-orientation the following should be adopted:

- ❖ Use competency-based training
- ❖ Adequate curriculum
- ❖ Proper mode of students' admission
- ❖ Good workshop plan and new technology equipment
- ❖ Good quality and quantity number of technical education teachers
- ❖ Bridging the imbalance between cognitive and psychomotor skill learning
- ❖ Increase students' expectation result of proper technical education.
- ❖ Placement services such as following studies for graduates and their employers (school-industry relationship)
- ❖ Use of available local raw materials for skill training.
- ❖ Improving gender imbalance
- ❖ Good workshop design, housekeeping practices, and providing adequate tools and equipment.
- ❖ Increase teacher training and stop brain drain
- ❖ Increase power supply
- ❖ Give a good legal status and funding to technical *education*.

Conclusion

Education is a vital tool through which any nation can experience growth and development. Job creation is only vital if technical education is carefully carried out in our schools. Occupational skills enable one to overcome the problem of unemployment and poverty. Based on the foregoing, it is observed that technical education occupies an important position in value re-orientation, poverty eradication and national development.

Recommendations

In the light of the above, it is recommended that:

- (i) Both government and private sectors should provide equipment and facilities in technical schools
- (ii) Government and other stakeholders should make sure that all educational programmes are made relevant to provide youth and graduates needed technical skills
- (iii) Technical educators should involve technological, technical and business organizations, the government, NGOs and successful industrialists in their service delivery to the students.
- (iv) A training plan that states clearly what the students are expected to learn and what the employer is expected to provide, should be developed as an integral part of value to sustain national development (competency-based training).

- (v) Regular seminars and workshops should be organized to keep teachers abreast of current development in the field of technical education and how best to impact them on their students.

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