

**STRATEGIES FOR IMPROVING SKILL DEVELOPMENT
FOR NEW HORIZON IN TECHNICAL VOCATIONAL
EDUCATION AND TRAINING PROGRAMMES, FROM
ACCESS TO QUALITY**

By

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Abstract

The study was undertaken to determine the strategies for improving skill development for new horizon in TVET programmes in Nigeria. Descriptive survey design approach was adopted for the study. A 29 item questionnaire structured in a four point scale was used to collect data for the study. The instrument was face validated by five experts and the reliability coefficient of 0.80 was obtained with Cronbach Alpha coefficient method. The population of the study was 625 made up of 485 final year technical education students' and 140 technology education lecturers' in tertiary institutions in Rivers and Bayelsa States that offer programmes in technical education. A simple random sampling technique was employed to select 250 students' and 100 lecturers' for the study. Data was analysed using mean and standard deviation to

answer the research questions. While t-test was used to test the hypotheses at 0.05 level of significance. The result of the study among others are that the following strategies should be adopted for improving skill development from for new horizon on TVET programmes from access to quality, effective supervision of students on industrial training and provision of adequate instructional facilities. It was recommended among others that training institutions must ensure that they stand to take up their responsibility of posting students to the right place for their SIWES performance, that training institutions must ensure that they organize regular in-service/workshops for the TVET educators as to up-date their knowledge on current issues in TVET programmes.

Keywords: strategies, skill development, new horizon, technical vocational education and training, access, quality

Education is defined as the acceptable processes which enable the learners to study and learn those skills, attitude and values of the society in readiness to live meaningful life and to contribute to the development of the society (Alachi, 2015). To achieve these, an effective quality system of education has to be put in place to achieve the objectives of training that will enable the learner to acquire skills, knowledge and values that will help him/her for successful livelihood. Education is undisputedly recognised as the bedrock of any meaningful development while Technical Vocational Education and Training (TVET) programmes is the cornerstone for any sustainable technological development programme (Ibeneme & Okwelle, 2016). TVET as defined By UNESCO (2001) and adopted by the Federal Republic of Nigeria in her National Policy on Education (2013) as a comprehensive term referring to those aspect of the educational process involving in addition to general education, the study of technological and related science and the acquisition of practical skills, attitude, understanding and knowledge relating to occupation in various sectors of economic and social life.

The operational words in the definition of TVET in NPE (2013) 'skills and knowledge' according to Ogbuanya and Ademaji (2015) are the engine for economic growth and social development of any nation. These authors further declared that 'knowledge is not enough, skill is king'. To achieve the best knowledge and technical skill technical vocational education and training (TVET) is the only form of education that hold the key to training the skilled and qualified entrepreneurial work force needed for the changing technology workforce in any country (Uzougwu, 2017).

TVET according to UNESCO (2012) is the only effective form of education that is concerned with the acquisition of knowledge, skills and values for the world of work. Apprenticeship training. Vocational Education, Technical Education, Technical

Vocational Education (TVE), Occupational Education (OC), Vocational Education and Training (VTE), Professional and Vocational Education (PVE), Career and Technical Education (CTE), Work- force Education (WE) and others are the elements in TVET, several of these terms are commonly used in specific areas.

The spate of unemployment and youth restiveness in Nigeria today has become an issue of public discourse which has led to different levels of crime. (Agwi, 2016). These problem are so serious that many lives and properties have been lost. According to Adamu (2015) it is a known fact that people who have sound technical and vocational skills earn more than people who have college degrees. This is because the educational system in Nigeria for long has focused on white- collar job. Ogbuanya and Adameji (2015) noted that only 40,000 (10%) of the 400,000 Nigeria graduates who passed out of the university and completed NYSC scheme get jobs These authors further noted that 20 percent of the 40,000 graduates who get employed are in a better place of work. These report, implies that only few of these graduates enjoy job satisfaction. This ugly situation shows that the Nigeria employment capacity cannot be like that of other countries like Japan, China, Indian etc that always spend huge amount of money to train their graduates. The secret that has led to the success of these nations development hinges on their massively invested human capital development which has led to their tremendous economic growth.

The objectives of Technical Vocational Education and Training (TVET) as outlined by FRN(2013) in her National Policy on Education are to;

- a. Provide trained manpower in applied sciences, technology and business particularly at craft, advanced craft and technical level.
- b. Promote the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, and
- c. Give training and impart the necessary skills to individual for self- reliance economically.

These objectives are good, they are expected to be achieved if all the necessary improvement strategies are put in place by the government, educational policy makers and other stake holders in education. Quality in whatever programme is expected to bring out positive change like changing from knowledge base to skill development base education (Musa, 2016). Quality in the contest of education according to Uzougwu (2017) is defined as transformation to the enhancement and empowerment of students or development of new knowledge Quality in general as a concept is defined as the ability or degree with which a product, service or a phenomenon conforms to an established standard and which makes it to be relatively superior to others in manufacturing (Gbenga, 2015). A careful look at the above definitions shows that quality in education relies much on improvement of knowledge, and skill development of learners.

Skill development according to Musa (2015) is the ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical

skills), and or people (interpersonal skills). Improving skill development is coordinated effort put in place to insure that the learner will be capable to possess the ability and capacity required to carryout complex activities or job function involving ideas (Okwelle & Agwi 2017). Gbenga (2015) asserted that to achieve the goals of improving skill development in TVET, that TVET students have major roles to play. These authors further observed that students of TVET as the most direct beneficiaries of the focal points of the educational programme They are the most significant and important force in the public evaluation of the school programme. After graduation. Mohammed (2016) observed that teachers of TVET in technical training institutions also have major roles to play. According to the author a teacher is someone acknowledged as a guide or helper in the process of teaching, a specified professional person who impacts skills, knowledge to people. Through the work of the teacher many people have been trained in the society. A teacher is also one who teaches skills, facts and values that aid development of the society. This suggest that the mastery of skill development of students can not be achieved with out the service of a qualified teachers (Okwelle & Allagoa, 2014). The teacher is the ministry or prime mover of the educational system. They hold the key to the door and change in school. This is acknowledged in the National Policy on education (FGN, 2013) which states that “no educational system can rise above the quality of its teachers”

With references to quality skill development programmes in TVET Akpan (2015) also submitted that TVET institutions need to play their roles effectively in order to achieve the objective of quality skill development programmes. Some of the roles expected to play by TVET institutions are to ensure that qualified personnel are recruited to teach in all TVET institutions, ensure that students are normally posted to the right place for their SIWES programmes, strengthening relationship between TVET institutions and communities and ensuring conducive teaching – learning environment. Despite all the necessary plans and programmes put in place at the past. Akpan (2015) observed that TVET institutions have failed to stand up to their responsibility. This cannot be different in TVET institutions in Rivers and Bayelsa State. The researchers therefore took up the task of investigating on strategies for improving skill development for new horizon in TVET programmes, from access to quality in order to make useful recommendation for improvement.

Statement of the Problem

The spate of unemployment and youth restiveness in Nigeria today due to the problem of unemployment TVET being that aspect of education designed to prepare individuals to acquire practical skill, basic and scientific knowledge and attitude required to function in a world of work seem not be living up to expectation in Nigeria. The affairs of TVET that has been committed to National Board of Technical Education (NBTE) in Nigeria to manage since 1979 with vision to promote quality TVET for sustainable development, growth and leadership, has yielded a counterproductive result

(Adamu, 2015). This is evidenced in increasing youth restiveness, unemployment rate, kidnapping, anti- social behaviour and other vices that are inimical to the growth of economic, social, political and educational development of Nigeria. Number of graduates that passed out of tertiary institutions yearly to find their selves roaming the streets of towns for search of work have also been at the increase. These are the core problems of this study. The scenario therefore, calls for improvement strategies to be put in place by government, educational stake holders, and educational policy maker in order to reposition TVET programmes in Nigeria for quality.

Purpose of the Study

The purpose of this study was to find out the strategies for improving the ability and capacity to carryout complex activities on TVET programmes by the students. The specific objectives of the study were to:

1. determine the students roles for improving their ability and capacity to carry out complex activities in TVET programmes.
2. determine the lecturers role for improving the ability and capacity of students to carry out complex activities in TVET programmes.
3. determine the roles of TVET institutions for improving the ability and capacity of students to carry out complex activities in TVET programmes

Research Questions

The following research questions were raised for the study;

1. What are the roles expected of TVET students for improving their ability and capacity in carrying out complex activities in TVET programmes?
2. What are the role expected of TVET lecturers for improving students ability and capacity in carrying out complex activities in TVET programmes?
3. What are the roles expected of TVET institutions for improving students ability and capacity in carrying out complex activities in TVET programmes?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

H₀₁: There is no significant difference between the mean responses of TVET lectures and students on the students roles for improving their ability and capacity in carrying out complex activities in TVET programmes.

H₀₂:There is no significant difference between the mean responses of TVET lecturers and students on the lecturers role for improving student ability and capacity in carrying out complex activities in TVET programmes

H₀₃: There is no significant difference between the mean responses of TVET lectures and students on the roles expected of TVET institutions for improving students ability and capacity in carrying out complex activities in TVET programmes.

Significance of the Study

The benefits that will be derived from the finding of the study are numerous. Primarily TVET institutions will benefit from the outcome of the study in that, the finding will be an urge that will help them to improve on their roles for quality skill development of TVET students. The students will also benefit from the outcome of the study because the finding will help to improve the quality of training that will be given to them to acquire knowledge, skills and values for a successful livelihood after graduation. In the same way, the entire nation will be benefited from the findings of the study as improvement of the quality of TVET programmes that will result in producing quality graduates who will in turn be effective to manage our industries shall be achieved.

Design

A descriptive survey design was used for the study. This design was considered suitable as recommended by Nworgu (2015) for those studies which aim at collecting data on, and describing in a systematic manner the characteristic, feature or facts about a given population or its representative sample on existing phenomena.

Area of the Study

The study was carried out in Rivers and Bayelsa States. Rivers and Bayelsa States have four tertiary institutions that offer programmes in technical education. These include, Rivers State University, Port Harcourt, Ignatius Ajuru University of Education, Rumuolemini, Federal College of Education (Technical) Omoku and Niger Delta University, Amasoma, Bayelsa State.

Population

The population of the study consist of 485 final year technical education students and 140 technology education lecturers of tertiary institutions in Rivers and Bayelsa States that offer programmes in technical education. Rivers State University (135 students, 20 lecturers), Ignatius Ajuru University of Education (130 students, 40 lecturers), Niger Delta University (110 students, 45 lecturers) and Federal College of Education (Technical) (105 students, 40 lecturers). This figure was obtained from the Technical Education Department/Unit of the various institutions in 2018.

Sample and Sampling Techniques

A total of 250 students and 100 technology education lecturers were sampled through simple random sampling technique. Rivers State University (65 students; 25 lecturers), Ignatius Ajuru University of Education (65 students, 25 lecturers), Niger Delta University (65 students, 25 lecturers), Federal College of Education (Technical) (65 students, 25 lecturers). The choice of this technique is line with the postulation of Maduabum (2010) that simple random sampling is the method of selection of a sample

in such a way that all individual in the defined population have an equal and independent chance of being selected.

Research Instrument

The instrument for this study was structured questionnaire titled ‘Strategies for Improving Skill Development in Technical Vocational Education and Training Programmes, (SISDQ) developed by the researchers ‘SISDQ consisted 29 items which elicits information from the respondents The instrument was a 4 point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with corresponding values of 4,3,2 and 1 respectively.

Validity of the Instrument

The SISDQ instrument was face validated by three experts in Vocational/ Technology Education and two experts in Measurement and Evaluation Department of Rivers State University, Port Harcourt and Niger Delta University, Amasoma Bayelsa State.

Reliability of the Instrument

To determine the reliability of ‘SISDQ’ Cronbach Alpha Coefficient method was used. 15 technology lecturers and 15 technical education final year students who were drawn from the area of the study but were not included in the main study was used. On using Cronbach Alpha Coefficient method in computation of the result, a reliability coefficient of 0.80 was obtained which is considered high enough for the study

Administration of the Instrument

A total of 350 copies of the instrument were administered to the respondents directly by the researchers with the help of five research assistants. The total number of the completed instrument retrieved was 345 (245 students and 100 lecturers) representing 98 percent return. This number of completed instrument was considered adequate and were used for analysis of the study.

Data Analysis

Mean were used to answer the research questions , while t – test was used to test the hypotheses at 0.05 level of significance. The t – test, even though it is called a small – sample test can be applied for all practical purpose (Nwaorgu, 2015), hence the t – test was used in testing the hypotheses in the study. For the research questions, real limit of number of 3.50 – 4.00 (Strongly Agree), 2.50 – 3.49 (Agree), 1.50 -2.49 (Disagree), 0.50 – 1.49 (Strongly Disagree) were used. Standard deviation values were used to determine the level of homogeneity among the respondents. In testing the hypotheses, the null hypotheses were not rejected if the calculated t- value is less and equal to the critical t –

value. On the other hand, where the calculated t – value is greater than the critical t – value the null hypotheses were rejected.

Results

The analysis of data in relation to each of the research questions are presented in the Tables 1 -6.

Research Question 1

What are the roles expected of TVET students for improving their ability and capacity to carry out complex activities in TVET programmes?

Table 1: Mean and Standard Deviation on the Roles of Students’ for Improving their Ability and Capacity to Carryout Complex Activities in TVET Programmes

S/ N	ITEMS	Lecturers		Remarks	Students		Remarks
		\bar{X}_1	SD ₁		\bar{X}_2	SD ₂	
1.	Student must identify themselves as workers in the occupational structure	3.21	0.94	Agree	2.71	0.89	Agree
2.	Need to follow a standard during programme development to complement their course work in the school	2.65	0.91	Agree	2.58	0.87	Agree
3.	Expected to learn to be practical and productive as much as possible	2.55	0.89	Agree	2.50	0.85	Agree
4.	Require pay attention to the civic responsibility attached to their training	2.61	0.90	Agree	2.54	0.86	Agree
5.	Expected to actively involve themselves during SIWES programme.	2.65	0.92	Agree	2.53	0.81	Agree
6.	Learn the basic habits of industry during SIWES programme	2.54	0.87	Agree	2.50	0.84	Agree
7.	Ensure that they actively participate during practical period	2.69	0.93	Agree	2.62	0.83	Agree
8.	Organizing exhibition programmes.	2.56	0.88	Agree	2.50	0.82	Agree
9.	Pay attention to the teacher during practical period in the workshop.	2.53	0.86	Agree	2.50	0.81	Agree
10.	Submit report of work experience after the completion of SIWES programme to the institution.	2.60	0.89	Agree	2.51	0.82	Agree
Grand mean/ SD		2.66	0.89		2.54	0.84	

(Source: Field Survey, 2018), Cut – off = 2.50

The result in Table 1 show that the respondents rated items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 as 'Agree'. The grand mean scores of 2.66 and 2.54 for both lecturers' and students' shows that the respondents agree that there are roles that technical education students' are expected to play for improving skill development. The standard deviation which ranged from 0.81 to 0.94 indicates closeness in the opinions of both categories of respondents

Research Question 2

What are the roles expected of TVET lecturers for improving students ability and capacity to carry out complex activities in TVET programmes?

Table 2: Mean and Standard Deviation on Roles of TVET Lecturers for Improving Students Ability and Capacity to Carryout Complex Activities in TVET Programmes

S/ N	ITEMS	Lecturers		Remarks	Students		Remarks
		\bar{X}_1	SD ₂		\bar{X}_2	SD ₂	
1.	Organise vocational guidance programme for students.	2.48	0.75	Disagree	2.41	0.70	Disagree
2.	Organised practical class for the students in the workshop	2.60	0.80	Agree	2.54	0.79	Agree
3.	Prepare the workshop for practical class.	2.89	0.87	Agree	2.51	0.85	Agree
4.	Plan and organise regular excursion for the students	3.00	0.90	Agree	2.67	0.87	Agree
5.	Select materials, teaching aids and methods for effective teaching-learning process.	2.58	0.84	Agree	2.50	0.82	Agree
5.	Expected to win the confidence of the students during teaching and learning process.	2.85	0.86	Agree	2.56	0.83	Agree
7.	Is expected to always lead the class during teaching and learning process	2.89	0.88	Agree	2.58	0.80	Agree
8.	Should have the ability to always pass on the learner new ideas.	2.67	0.86	Agree	2.52	0.84	Agree
9.	Plan and sponsor regular excursion programmes for the students	2.40	0.70	Disagree	2.35	0.71	Disagree
10.	Develop the character and personality of his or her students.	3.02	0.92	Agree	2.67	0.87	Agree
Grand Mean/ SD		2.74	0.84		2.53	0.81	

(Source: Field Survey, 2018), Cut – off = 2.50

Data in Table 2 indicate that the respondents rated items 20 and 28 as 'Disagree' while items 21,22,23,24,25,26, 27 and 29 were rated as 'Agree'. The grand mean scores of

2.74 and 2.53 respectively, shows that the respondents considered that there are major roles that TVET lecturers needs to play for effective skill development of students on TVET programmes from access to quality. The standard deviation which ranged between 0.70 to 0.92 indicates closeness in the opinions of the categories of respondents.

Research Question 3

What are the roles expected of TVET institutions for improving students ability and capacity to carry out complex activities in TVET programmes?

Table 3: Mean and Standard Deviation on TVET Institutions Roles for Improving Students Ability and Capacity to carry out Complex Activities in TVET Programmes

S/ N	ITEMS	Lecturers		Remarks	Students		Remarks
		\bar{X}_1	SD ₂		\bar{X}_2	SD ₂	
1.	Establishment of functional SIWES unit	3.00	0.91	Agree	2.69	0.88	Agree
2.	Identification of SIWES placement opportunity for students' attachment with employers of labour	2.49	0.79	Disagree	2.41	0.75	Disagree
3.	Organising regular seminars workshop and in-service training programmes for TVET lecturers to up-date their knowledge.	2.68	0.87	Agree	2.51	0.85	Agree
4.	Recruiting qualified personnel to teach TVET courses.	3.01	0.92	Agree	2.67	0.86	Agree
5.	Create good relationship between school and industries	2.85	0.89	Agree	2.60	0.85	Agree
5.	Organising excursion programmes for their students'.	2.58	0.84	Agree	2.51	0.83	Agree
7.	Encourage school – community collaboration.	2.65	0.86	Agree	2.54	0.84	Agree
3.	Organizing regular work programmes	2.42	0.77	Disagree	2.40	0.75	Disagree
9.	Making appropriate recommendations to the government.	2.59	0.81	Agree	2.51	0.80	Agree
Grand Mean/ SD		2.70	0.85		2.54	0.74	

(Source: Field Study, 2018), Cut – off =2.50

Data in Table 2 indicate that the respondents rated items 12 and 18 as ‘Disagree’ while items 11,12,13,14,15,16,17 and 19 were rated as ‘Agree’. The grand mean scores of 2.70 and 2.54 respectively for both lecturers’ and students’ indicate that both categories of respondents agreed that there are roles needed to be played by TVET institutions for improving skill development on TVET programmes from access to quality. The standard

deviation which ranged between 0.75 to 0.92 indicates closeness in the opinions of both categories of respondents.

Hypothesis 1

There is no significant difference between the mean responses of TVET lectures and students on the students roles for improving their ability and capacity in carrying out complex activities in TVET programmes

Table 4: T – test of Difference Between the Responses of Lecturers’ and Students’ on the Roles of Students for Improving their Ability and Capacity in Carrying Out Complex Activities in TVET Programmes

Respondents	N	X	SD	Df	P	t-cal.	t-crit.	Decision
Lecturers’	100	2.66	0.89	343	0.05	0.03	1.96	Ho ₁ Accepted
Students’	245	2.54	0.84					

(Source: Field Survey, 2018)

Table 4 reveals that 100 lecturers’ had a mean rating of 2.66 (SD= 0.89) and the 245 students’ a mean rating of 2.54 (SD = 0.84) yielding a calculated t- value of 0.03. With the calculated t-value of 0.03 less than the critical t-value (1.96) at df = 343 and 0.05 level of significance indicates that there is no significance difference between the mean responses of lecturers’ and students’ on the students roles as a vital tool for improving skill development in TVET programmes from access to quality. The implication of this result is that both categories of respondents hold the same opinion regarding roles expected of TVET students’ for improving skill development in TVET programmes in Nigeria.

Hypotheses 2

There is no significant difference between the mean responses of TVET lecturers and students on the lecturers role for improving student ability and capacity in carrying out complex activities in TVET programmes

Table 5: T-test of Difference Between the Mean Responses of Lecturers’ and Students’ on the Lecturers Role for Improving Student Ability and Capacity in Carrying Out Complex Activities in TVET Programmes

Respondents	N	X	SD	Df	p	t-cal.	t-crit.	Decision
Lecturers’	100	2.74	0.84	345	0.05	0.11	1.96	Ho ₃ Accepted
Students’	245	2.53	0.81					

(Source: Field Survey, 2018)

The data in Table 5 shows that 100 lecturers; had mean rating of 2.74 (SD=0.84) while the 245 students' had a mean rating of 2.53 (SD=0.81) yielding a calculated t-value of (0.11) Since the calculated t-value (0.11) is less than the critical t-value (1.96) at df=343 and 0.05 level of significance, it is an indication that there is no significant difference between the mean responses of lecturers' and students' on the lectures role for improving skill development of students on TVET programmes from access to quality in Nigeria. The third null hypotheses was therefore accepted

Hypothesis 3

There is no significant difference between the mean responses of TVET lectures and students on the roles expected of TVET institutions for improving students ability and capacity in carrying out complex activities in TVET programmes

Table 6: T- test of Difference Between the Responses of Lecturers' and Students' on the Roles Expected of TVET Institutions for Improving Students Ability and Capacity in Carrying Out Complex Activities in TVET Programmes

Respondents	N	X	SD	Df	p	t-cal.	t-crit.	Decision
Lecturers'	100	2.70	0.85	343	0.05	0.06	1.96	H0 ₂
Students'	245	2.54	0.74					Accepted

(Source: Field Survey, 2018).

The data in Table 6 shows that 100 lectures' had a mean of 2.70 (SD= 0.85) and the 2045 students in mean rating 2.54 (SD - 0.74) yielding a calculated t-value of 0.06. since the calculated t- value of (0.06) is less than the critical t-value of (1.96) at df = 343 and 0.05 level of significance, implying that there is no significant difference between the mean responses of lecturers' and students regarding the roles expected of TVET institutions for improving skill development in TVET programmes in Nigeria from access to quality. The second null hypotheses was therefore accepted.

Summary of Major Findings

The following were the findings of the study:

1. Both lecturers' and students' agree that there are roles expected of TVET students to play for Improving skill development for new horizon in TVET programmes from access to quality in Nigeria
2. The two categories of respondents agree teachers are the only people who can teach skill, facts and values for improving skill development for new horizon in TVET programmes from access to quality.

3. The respondents revealed that there are some roles that are very important for TVET' Institutions to play for improving skill development in TVET programmes from access to quality.
4. There are no significant difference between the mean responses of lecturers and students on the lecturers roles for improving students ability and capacity in carrying out complex activities in TVET programmes
5. There are no significant difference between the mean responses of lecturers' and Students' on the roles expected of TVET institutions for improving students ability and capacity in carrying out complex activities in TVET programmes.

Discussion of Findings

Data presented in Table 1 indicated that there are vital roles expected of technical education students' to play for improving skill development in TVET programmes from access to quality. This findings is consistent with (Okwelle & Agwi, 2017) that to achieve the goals of improving skill development in TVET programmes that TVET students' have some vital roles to play. Students' of TVET by Virtue of their roles are the most direct beneficiaries of the educational process. They are the most significant and important factor of any educational programme .The implication of these findings is that for the quality of TVET programmes to be achieved in Nigeria TVET institutions students' must play their roles effectively during their training period so that the quality of training that will help them acquire knowledge, skills and values for successfully livelihood will be achieved

The findings in table 2 show that there are effective and efficient roles expected of technology teachers in TVET institution for improving skill development in TVET programme from access to quality. This findings is consistent with Mohammed (2016) that teachers' of TVET in technical training institution have major role to play. Teacher are the ministry or prime-mover of the education system, they hold the key to the door and change the school. The implication of these finding is that for the quality of TVET programme in Nigeria to be achieved. TVET institutions should ensure that qualified technical education teachers are recruited to teach TVET courses in all TVET institution in Nigeria.

The result in Table 3 showed that TVET institutions have some important vital roles to play for improving TVET programmes from access to quality in Nigeria. This findings is in line with the findings of (Akpan, 2015) who asserted that TVET institutions needed to always play their roles effectively in order to achieve the objectives of quality skill development programmes. Some of these roles according to the author are recruitment of qualified personnel to teach in TVET institutions, ensuring that students are posted out to the right place for their SIWES programme.

The result of the three hypotheses tested showed that all the three hypotheses tested were not rejected. These further shows in the opinion of the respondents there were no divergent opinion on the raised issues in this research bothering on strategies to

be adopted by TVET institutions for improving skill development for new horizon on TVET programmes, from access to quality.

Conclusion

The programmes of TVET in institutions offering technical education programmes needed to be effective in its structure, system and process so that the students will be able to acquire practical skills to carryout complex activities or job function involving ideas. This important as to help in producing middle level manpower that will lead to economic and technological development of the nation. Training institutions must ensure that they stand up their responsibility of organizing regular. In service training programmes for the TVET instructors as to up-date their knowledge on current issues on TVET. The researchers believe that the application of this strategies in this study will help in improving skill development of students in TVET institutions.

Recommendations

Based on the findings of this study, the following recommendations are made:

- TVET students' as a matter urgency should ensure that they continue to actively play their role in TVET training programmes.
- Training institutions must ensure that they stand to take up their responsibility of posting students to the right place for their SIWES programme
- Teachers of TVET programmes should always ensure that selected appropriate teaching materials, teaching aids and method for effective training programmes.
- TVET teachers' should as a matter of urgency ensure that adequate preparation are made before carrying out practical class in the workshop.
- Training institutions must ensure that create good relationship between them and industries around where they are located.

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