

Perceived Factors Affecting Teaching of Technical and Vocational Education and Training (TVET) Programmes in Tertiary Institutions in Nigeria

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Abstract

This study aimed to examine the perceived determinants that impact the instruction of technical and vocational education and training programs in Nigerian higher institutions. The study used a descriptive research approach. This research included 589 instructors specializing in Technical and Vocational Education and Training (TVET) from the 13 educational institutions in the North-West region of Nigeria. The study used a sample of 225 educators from the four chosen educational institutions. Data was obtained by administering a questionnaire. The research questions were analyzed using the mean and standard deviation. The suggested null hypotheses for this study were assessed using independent sample t-tests with a significance threshold of 0.05. The findings (mean = 3.34, SD = 0.65, meaning = 3.33, SD = 0.65) demonstrate that institutional and governmental factors significantly impact teaching TVET programs at tertiary institutions. Based on the study results, it is recommended that the government should guarantee that Technical and Vocational Education and Training (TVET) administrators maintain a consistent level of professionalism in TVET.

Keywords: *Factors, Teaching, TVET, Governmental, Institutional, Colleges of Education.*

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Background to the Study

Insufficient progress has been made in achieving the anticipated outcomes because of the implementation of the Technical and Vocational Education and Training (TVET) curriculum in education colleges. The National Policy on Education must still achieve Technical and Vocational Education and Training (TVET) objectives and purposes. Nevertheless, this may be attributed to the persistent demand from the labor market, which argues that Nigerian graduates lack the necessary skills to secure employment, irrespective of their technical and vocational education and training (TVET) credentials. This issue may be linked to implementing the TVET curriculum (Igberadja, 2014). The primary goal of Technical and Vocational Education and Training (TVET) is to provide students and trainees with the necessary skills and knowledge to effectively enter the workforce, establish their enterprises, and create potential job opportunities for others.

Implementing Nigeria's Technical and Vocational Education and Training (TVET) programs needs to be improved, resulting in graduates who cannot secure employment, exhibit low productivity, and lack essential skills (Lehohla 2017 Akanbi, 2017). These graduates cannot acquire the new skills required for the modern workforce, hindering their ability to contribute to the nation's economic development. Furthermore, the situation has significantly contributed to the rise in Nigeria's unemployment rate. Consequently, many graduates have resorted to illicit activities, unlawful professional pursuits, and other undesirable behaviors to ensure financial stability. The objectives of Technical and Vocational Education and Training (TVET) are frequently undermined by the frustration of parents who observe their children engaging in illicit activities due to unemployment and homeboundness (Akanbi, 2017).

TVET institutions, which are tertiary educational institutions, offer diverse programs, such as Agricultural Education, Business Education, Fine and Applied Art, Home Economics Education, Industrial and Technical Education, and Entrepreneurship. The program's unique characteristics incentivize a nation to implement economic, social, and political reforms (Uwaifo, 2016). Technical and Vocational Education and Training (TVET) is an educational approach that provides individuals with the requisite skills, knowledge, and dispositions to excel in a specific occupation, as defined by Anaele, Adelokun, Olumoko, and Kanu (2014). Globally, numerous nations implement policies to advance and achieve the objectives of Technical and Vocational Education and Training (TVET) due to its importance in developing human capital and promoting economic growth.

The National Policy on Education (2013) delineates the objectives of Technical and Vocational Education and Training (TVET) as follows: to equip students with the requisite skills and competencies to capitalize on life's opportunities, to facilitate their continuous learning and development into financially successful, self-sufficient individuals capable of generating employment opportunities, and to cultivate highly skilled professionals in the fields of applied sciences, technology, and business. TVET programs should equip their students with the fundamental skills necessary to assume the positions of responsible and knowledgeable producers and consumers, as per Okorafor and Nnajiifo (2017). Additionally, learners should exhibit competence, creativity, and the ability to advocate for sustainability in

their professional and social environments. The speaker emphasized the rapid emergence of digital technology as the primary factor propelling the transformation of the global economy.

However, there are discrepancies between the information and skills necessary in the professional world and those acquired in an educational environment. The characteristics of the students, instructors, parents, academic institutions, and government are significant factors in this situation. Nevertheless, the institutional and governmental parameters were the primary focus of this investigation. Many Nigerian graduates who have completed Technical and Vocational Education and Training (TVET) each year require assistance securing employment because of various challenges. In an optimal situation, Technical and Vocational Education and Training (TVET) institutions should generate graduates with the requisite technical knowledge and skills that the industry can immediately apply (Dokubo, 2013).

Research Questions

The following research questions will guide the study:

1. What are the institutional factors affecting the teaching of Technical and Vocational Education and Training programmes in colleges of education?
2. What are the governmental factors affecting the teaching of Technical and Vocational Education and Training programmes in colleges of education?

Research Hypotheses

The following hypotheses are formulated for the study and will be tested at a 0.05 level of significance:

- H₀1:** There is no significant difference between the mean ratings of TVET lecturers in federal and state colleges of education on the institutional factors affecting the teaching of TVET programmes.
- H₀2:** There is no significant difference between the mean ratings of TVET lecturers in federal and state colleges of education on the governmental factors affecting the teaching of TVET programmes.

Literature Review

The Technical and Vocational Education and Training (TVET) curriculum examines technologies, associated sciences, and practical skills. Its goal is to stimulate motivation and inspiration among students. Education equips individuals with a wide array of information, abilities, and attitudes widely seen as essential for active engagement in professional and personal spheres and occupational competencies. This entails cultivating entrepreneurial skills, which are essential for advancing the workforce and socioeconomic conditions. This concept underscores the requirement to acquire practical knowledge, skills, and attitudes via any formal training provided by Technical and Vocational Education and Training (TVET) (UNESCO, 2015). Technological Vocational Education and Training (TVET) in Nigeria is an educational program designed to cultivate the essential workforce in technology to meet the market's needs. The Technical and Vocational Education and Training (TVET) enterprise is vital in facilitating the socio-economic transformation and advancement of industrialized and developing nations, including Nigeria (Akanbi, 2017). Ubom, Haruna, and Aregbesola (2013)

proposed that individuals with exceptional abilities have the potential to improve the effectiveness of employers or the overall organizational atmosphere. Consequently, there will be an increase in the development of human resources, which economists consider essential assets required for transforming other resources for the advantage and use of humanity.

Institutional Factors Affecting the Teaching of TVET in Colleges of Education

Institutional issues encompass an unpredictable academic schedule, insufficient and obsolete infrastructure and equipment (such as inadequately furnished TVET workshops and libraries and decaying classroom buildings), and a deficient support system for students engaged in the Industrial Work Experience Scheme (SIWES), together with inadequate cooperation between colleges of education and the organized private sector. More infrastructure is needed to ensure the ability of students and TVET instructors to use their academic knowledge in real-world scenarios, therefore posing a significant barrier. This situation elicits empathy from the audience, emphasizing the need for improved infrastructure in TVET colleges.

The collaboration between Technical and Vocational Education and Training (TVET) institutions and industry in Nigeria to enhance skills for sustainable development faces many challenges. The concerns have decreased the requisite skills and training among TVET graduates in the workforce. Moreover, there exists a discrepancy in capabilities between the quantity of recently graduated individuals and the need for graduates in the job market. Based on the findings of Aloysius et al. (2018), several organizations have contended that graduates possess higher levels of competence and readiness for industrial work and so need more training to support sustainable development. Furthermore, the authors have observed a need for more skills that arises from the inadequate cooperation between TVET training institutions and the industry, as shown by the workforce needs of firms. Unfortunately, this situation hinders graduates' economic and developmental progress and leads to a need for more linkage between educational institutions and the corporate sector.

Within vocational courses that draw many students, colleges of education enroll many students in a single class year. Under such conditions, Etuk and Asukwo (2015) predict that student-teachers and their professors would have less personal contact. Afolabi (2018) reported that many schools' classrooms and offices needed more decorum, space, ventilation, and heat insulation. Furthermore, Afolabi observed that the positioning of incinerators and urinals was difficult, and the proper upkeep of the school facilities needed improvement. These shortcomings contribute to a significant discrepancy between the quality of input and output in education, which hinders the achievement of the set criteria and goals in TVET teacher training.

Governmental Factors Affecting the Teaching of TVET in Colleges of Education

The major challenge TVET must surmount is using non-professionals to manage TVET matters. Ibeneme (2017) observed that many administrators tasked with developing policies for TVET programs need more training in TVET and may need a more thorough grasp of the program's necessary criteria. For vocational-technical education to be effective, the government must ensure the active participation of TVET professionals in the decision-

making process, planning, and execution of TVET teacher education policies. This is essential because TVET professionals know the requirements of TVET teacher education programs for distributing human and material resources to guarantee the practical implementation, oversight, and evaluation of these programs. Okorochoa (2012) states that TVET professionals possess the essential skills, abilities, and competencies to implement the educational program successfully. More funding is needed for the TVET sector to obtain advanced technical capabilities. Consistently, the Nigerian government allocates restricted funding to the TVET sector in Nigeria. Supplementary financial resources are necessary for Nigeria's Technical and Vocational Education and Training (TVET) sector. The designated financial allocation should focus on the educational institution's comprehensive upkeep and management, acquiring suitable and up-to-date equipment and instruments, and pursuing research and development. Institutions designed to enhance the learning of essential skills need more appropriate gear and equipment. Currently, the TVET sector is challenged to strengthen present materials, develop technological infrastructure, and provide training for the already accessible resources.

To enhance the market orientation of Technical and Vocational Education and Training (TVET), the government should engage business organizations in the curriculum creation and validation of related skills. The government must adopt policies promoting firms' involvement to incentivize organizations to provide on-the-job training (Fakoya, 2019). A significant obstacle to the execution of the TVET strategy in Nigeria is corruption. According to Okoroma (2016), many factors often hinder the implementation phase of Technical and Vocational Education and Training (TVET) policies in Nigeria. Some of the causes include:

1. The budgets designated for policy implementation are often subject to conditions set by legislators.
2. Even after the budgets are approved, the executive branch of the government is often reluctant to release the necessary funds for implementation.
3. The inadequate funds received by educational institutions (particularly colleges of education) need to be used more efficiently and honestly to promote the goals of TVET education. Moreover, the author acknowledged that several implementers deceitfully diverted significant money and educational resources to generate financial advantage.

Methodology

Descriptive surveys were implemented to investigate the subjects of this investigation. The selection of this methodology is informed by Neeru's (2012) framework, which asserts that descriptive research is concerned with acquiring information about existing events or circumstances to assess and characterize them. Additionally, this will allow the researcher to develop the viewpoint of a representative subgroup of participants using a questionnaire, and the results will be broadly generalized to the entire population. The research investigation's primary focus is on educational institutions in Nigeria's North-West region. The study cohort comprises all teaching professionals specializing in Technical and Vocational Education and Training (TVET) from the 13 educational institutions in the North-West region of Nigeria. At present, 589 individuals are in attendance. The judgment sampling technique is implemented to identify a subset of the population that the researcher considers most appropriate based on

their knowledge and understanding to achieve the study objectives. The sample size comprises teachers of Technical and Vocational Education and Training (TVET) from two colleges of education and two secondary state institutes of education in the North-west region of Nigeria. In total, there are 225 of them. The study queries were analyzed using mean and standard deviation, while the demographic data was analyzed using frequency and percentages. The null hypotheses for this study will be evaluated using an independent sample t-test at a significance level of 0.05. The decision rule for analyzing research queries is as follows: The research queries were assessed on a numerical scale encompassing the values of 0.00 to 4.00. *Significant disagreement* was defined as ratings between 0.00 and 1.49, disagreement as ratings between 1.50 and 2.49, agreement as ratings between 2.50 and 3.49, and substantial agreement as ratings between 3.50 and 4.00. The null hypothesis is rejected when the calculated p-value for an independent sample t-test is less than the predetermined significance level of 0.05. Conversely, it is preserved. A return rate of 91.1% was achieved, with 205 out of the 225 questionnaire questions being completed and returned accurately. The mortality rate was 8.9% because the remaining 20 copies necessitated completion or retrieval.

Results

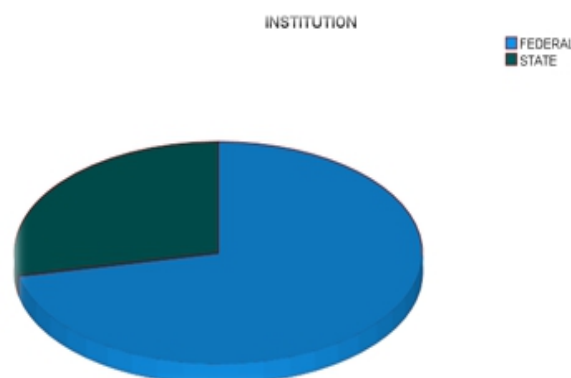
The analysis was conducted under the following categories: the analysis of demographic variables of respondents, the analysis of data to address the research questions, the testing of hypotheses, the summary of findings, and the discussion of the findings. Examination of the Demographic Variables of the Respondents.

The demographic variables of the respondents were analyzed and presented in Table 1.

Table 1: Distribution of Respondents According to Institution

Status	Frequency	Percentage (%)
1. Federal	147	71.7
2. State	58	28.3
Total	205	100

Source: Field survey, 2024



The data analysis in Table 1 and the pie chart indicated that 147 of the respondents, or 71.7%, were from federal government-owned colleges of education, while 54 of them, or 28.3%, were

from state government-owned colleges of education. This suggests that the number of respondents from federal colleges of education was greater than that of their counterparts in state colleges of education.

Table 2: Mean responses on the Institutional factors affecting the teaching of TVET programmes in tertiary institutions

S/N	Item	Mean	SD	Remark
1	Inadequate TVET curriculum	3.56	0.54	Strongly Agree
2	Inadequate exposure of youth to skills required in evaluating business opportunities	3.27	0.77	Strongly Agree
3	TVET institutions are poorly funded to cope with the cost of collaboration program	3.53	0.50	Strongly Agree
4	Most TVET institutions lack the requisite orientation on how to implement the collaboration program	3.40	0.64	Strongly Agree
5	Ill-equipped and/or lack of workshops	3.30	0.57	Strongly Agree
6	Lack of training and retraining package for TVET staff	3.27	0.69	Strongly Agree
7	Limited resources for TVET-industry partnership	3.32	0.60	Strongly Agree
8	Lack of laboratory and showrooms for student presentations	3.34	0.58	Strongly Agree
9	Shortage of manpower to teach vocational skills	3.16	0.78	Agree
10	The dearth of ICT and soft-skills programs that provide learners with the necessary vocational competencies	3.24	0.80	Agree
Grand Weighted Mean		3.34	0.65	Strongly Agree

Source: Field Survey, 2024

The average responses of respondents regarding the institutional factors that influence the teaching of TVET programs at tertiary institutions were determined through a data analysis in Table 2. The participants unanimously concurred that the TVET curriculum is inadequate, the resources for TVET-industry cooperation are limited, and the TVET institutions do not have adequate funding to support the costs of the collaborative program (mean = 3.56, 3.53, and 3.32, respectively). The respondents concur that teaching Technical and Vocational Education and Training (TVET) programs in postsecondary institutions is influenced by various factors. These include a scarcity of personnel to teach vocational skills, insufficient training and retraining packages for TVET staff, a lack of ICT and soft-skills programs that equip learners with the essential vocational competencies, and insufficient exposure of young people to the skills necessary to assess business opportunities (mean = 3.24, 3.27, 3.27, and 3.16, respectively). Similarly, most TVET institutions still need to be equipped, lack seminars, laboratories, and displays for student presentations, and require additional guidance on implementing the collaborative program (mean = 3.40, 3.30, and 3.34). The standard deviations for all 10 item structures fall within the range of 0.50 to 0.80. This observation

suggests that the responses provided by the participants are relatively distributed, as they are closely concentrated around their comparable average scores. In the depicted table, the weighted average mean is 3.34, and the standard deviation score is 0.65. These results suggest that the respondents strongly supported all the evaluated constructs. These results suggest that the instruction of TVET programs at higher education institutions is significantly influenced by institutional variables (mean = 3.34, SD = 0.65).

Table 3: Mean and Standard Deviation of Responses on the Governmental Factors Affecting the Teaching of TVET Programmes in Tertiary Institutions

S/N	Item	Mean	SD	Remarks
1	Poor funding of TVET programmes	3.43	0.50	Strongly Agree
2	The National Policy on Education placed little emphasis on TVET institutions and Industry collaboration	3.41	0.50	Strongly Agree
3	Political instability	3.29	0.53	Strongly Agree
4	Poor image of TVET in Nigeria	3.19	0.69	Agree
5	Administration of TVET is in the hands of those who do not seem to understand the needs of the program	3.48	0.61	Strongly Agree
6	Lack of good policies and development plans for TVET	3.48	0.61	Strongly Agree
7	Emphasis on general education than TVET	3.33	0.61	Strongly Agree
8	Low remuneration for skilled vocational workers	3.20	0.90	Agree
9	Poor private sector participation in the implementation of the TVET program	3.10	0.79	Agree
10	Lack of periodic review of TVET policies	3.35	0.76	Strongly Agree
	Grand Weighted Mean	3.33	0.65	Strongly Agree

Source: Field Survey, 2024

The average responses of respondents regarding the governmental variables that influence the teaching of TVET programs at tertiary institutions were disclosed by the data analysis in Table 3. The National Policy on Education did not prioritize Technical and Vocational Education and Training (TVET) institutions and industry partnerships (mean = 3.41), and respondents strongly concurred that TVET programs needed to be more adequately funded (mean = 3.43). Furthermore, the participants concurred that the instruction of Technical and Vocational Education and Training (TVET) programs at higher education institutions is influenced by government factors, including political instability and the unfavorable perception of TVET in Nigeria (3.29 and 3.19). The participants also expressed a high degree of agreement that the management of Technical and Vocational Education and Training (TVET) is overseen by individuals who fail to evaluate TVET policies regularly, prioritize general education TVET, lack efficient policies and development strategies for TVET, and lack an understanding of the program's needs. The government's influence on teaching TVET in higher education institutions is collectively influenced by these factors (mean = 3.48, 3.48, 3.33, and 3.35). The

participants also concurred that government regulations, such as inadequate compensation for skilled vocational workers and inadequate private sector participation in the program's execution, impact the instruction of Technical and Vocational Education and Training (TVET) (mean = 3.20 and 3.10). The standard deviations for all 10 item structures fall within the range of 0.50 to 0.90. This observation suggests that the responses provided by the participants are not extensively dispersed, as they are near their average scores. The weighted average yields a mean value of 3.33, with a standard deviation score of 0.65, as per the table. These results suggest that the respondents strongly supported all the constructs. These studies' results suggest that TVET programs' instruction in higher education institutions is significantly influenced by government variables (mean = 3.33, SD = 0.65).

Table 4: Independent Samples t-test of mean ratings on Institutional factors affecting teaching TVET programmes in tertiary institutions

Group Institution	N	Mean	SD	t-cal	DF	P-value	Decision
Federal	147	3.32	0.29	1.798	203	0.074	H₀1 Retained
State	58	3.38	0.19				

Source: Field Survey, 2024

The statistics presented in Table 4 indicated that 147 respondents, or 71.7% of the total, were associated with federally owned educational institutions. In contrast, 58 respondents, or 28.3%, were associated with state-owned education colleges. These results suggest that the number of seminars provided by federal institutions exceeded that of state colleges. A study indicates that the teaching of TVET programs in tertiary institutions is significantly influenced by institutional variables (mean = 3.34, SD = 0.65). The Table suggests that the mean evaluations of TVET lecturers in federal and state colleges of education are not significantly different regarding the institutional elements that influence the teaching of TVET programs. The test statistic t₂₀₃ is 0.074, with a significance level of $p > 0.05$. The institutional elements that influence the instruction of TVET programs are similar in the average assessments of TVET lecturers in federal and state colleges of education. The comments of lecturers from federal and state institutions suggest a convergence of perspectives regarding the institutional components that influence the instruction of the TVET program.

Table 5: Independent Samples t-test of mean Ratings on Governmental Factors Affecting Teaching TVET Programmes in Tertiary Institutions

Group Institution	N	Mean	SD	t-cal	DF	P-value	Decision
Federal	147	3.32	0.27	1.798	203	0.043	H₀2 Rejected
State	58	3.35	0.25				

Source: Field Survey, 2024

The statistics presented in Table 4 indicate that 147 respondents, or 71.7% of the total, were associated with federally owned-educational institutions. In contrast, 58 respondents, or 28.3% of the total, were associated with state-owned colleges of education. These results suggest that the number of seminars provided by federal institutions exceeded that of state colleges. The results of the study indicate that the instruction of TVET programs in higher education institutions is significantly influenced by governmental considerations (mean = 3.33, SD = 0.65). The chart indicates a substantial disparity between the average evaluations of TVET instructors at federal and state colleges of education and the governmental policies that influence the instruction of TVET programs. $P < 0.05$, $t_{203} = 0.043$. The governmental variables that influence the teaching of rejected TVET programs are not significantly different in the average assessments of TVET lecturers in federal and state colleges of education.

Discussion of Findings

Table 2 illustrates that various institutional factors significantly influence the instruction of Technical and Vocational Education and Training (TVET) programs in higher education institutions. These include a scarcity of personnel to teach vocational skills, an insufficient TVET curriculum, insufficient funding for collaborative programs, limited exposure of young people to the skills required to assess business prospects, insufficient training and retraining for TVET personnel, and a lack of ICT and intangible skills programs. This observation is consistent with the findings of Ibeneme and Eze (2011), who identified a lack of adequately skilled personnel, inadequate infrastructure, and a greater emphasis on theoretical instruction for students as the primary impediments to influencing the instruction of TVET programs are comparable.

The null hypothesis one which states that there is no significant difference between the mean ratings of TVET lecturers in federal and state colleges of education on the institutional factors affecting the teaching of TVET programme was not rejected. This means that there is no disparity in the opinion of the lecturers on the institutional factors affecting the teaching of TVET programmes. This discovery corroborates May's (2017) assertion that technical and vocational education continues to necessitate adequate funding, personnel, modern facilities, and staff compensation. Consequently, the nation is being denied the economic advancement that competent technical and vocational education graduates could bring.

The results of Table 3 indicated that the instruction of Technical and Vocational Education and Training (TVET) programs in higher education institutions is influenced by various governmental challenges. These include political instability, insufficient policies and development plans for TVET, infrequent evaluation of TVET policies, the National Policy on Education (NPE) devoting little attention to TVET institutions and industry collaboration, and insufficient funding for TVET programs. This outcome is consistent with the conclusions of Makinde (2015), who identified numerous obstacles to implementing TVET policies at higher education institutions. The policy maker, the policy itself, and the context in which it was formulated are among the obstacles. The researchers rejected null hypothesis two, which posited that the average evaluations of TVET lecturers in federal and state college education have no statistically significant difference in the governmental issues that affect the teaching of

TVET programs. These results suggest that the governmental elements that influence the instruction of the TVET program are viewed differently by instructors from federal and provincial institutions. The discovery is consistent with Okoroma's (2016) assertion that the implementation of TVET policies in Nigeria is impeded by a variety of obstacles, including the misappropriation of funds intended for the advancement of TVET education, insufficient teacher motivation, inadequate infrastructure, insufficient funding, inadequate staff training, bribery, and corruption.

Conclusion

Education is the central focus around which all other aspects of Nigeria's economy coalesce. For an extended period, the education system in Nigeria has been substantially disregarded and condemned, with Technical and Vocational Education and Training (TVET) being particularly impacted by this calamitous situation. Regrettably, this has occurred over an extended period. The documented difficulties in this study render the deterioration in the implementation of vocational and technical education programs readily comprehensible. Therefore, the ongoing educational reforms in vocational-technical education are taking place at an opportune time as Nigeria strives to achieve economic expansion and the status of an industrialized nation. The findings suggest that there is a necessity for enhancements in the instruction and acquisition of TVET courses to increase the appeal of the profession to students and cultivate a positive attitude toward it. The uninteresting curriculum and the absence of transferable skills that TVET institutions offer their students may be the reasons for the low enrolment rates in TVET programs in Nigeria.

Recommendations

Based on the findings of this study and conclusions drawn from the study, the following recommendations were made:

1. The government should ensure that administrators of TVET programs are always TVET specialists.
2. Continuous capacity-building and re-building programs are essential for all TVET teachers or facilitators to keep them updated and skilled in their roles. VET facilitators at all levels should ordinarily have industry, teaching, and research experiences.
3. Those in the system but without industry experience should be incentivized to undergo practical training or exposure in relevant industries.
4. Both national and state governments should provide an enabling environment and incentives for creating modern industries with state-of-the-art facilities, including tech-based solutions and platforms.

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