Challenges of Technical Vocational Teacher Education and Teaching in Nigeria: The Need for Intervention

George, W. K. & Udeme S. Udoetuk (Ph.D)
School of Vocational and Technical Education,
Akwa Ibom State College of Education, Afaha Nsit.
udemeudoetuk@yahoo.com, humblekenn17@gmail.com
georgekennedyconference@gmail.com

Abstract
Technical Vocational Education and Training (TVET) play a significant role in human capital development, employment generation, technological advancement and sustainable national development. However, the effectiveness of TVET in Nigeria depends largely on the quality of teachers responsible for preparing individuals with relevant occupational knowledge, skills and competencies. This paper examined the challenges confronting technical vocational teacher education and teaching in Nigeria and the need for appropriate interventions. It discussed the roles of TVET in youth empowerment, national economic development, entrepreneurship and the provision of guidance and counselling services. The paper identified major challenges, including non-professionalisation of teaching, inadequate funding, poor integration of Information and Communication Technology, inappropriate teaching methodologies, shortage of qualified vocational technical teachers, negative public perception, inadequate equipment and infrastructural facilities, curriculum deficiencies, involvement of non-professionals in policy decisions, overcrowded classrooms and inequitable deployment of teachers between urban and rural schools. These challenges undermine effective teacher preparation; practical skills acquisition and the achievement of national educational objectives. The paper emphasised the need for government intervention through adequate funding, provision of modern training facilities, improved teachers' welfare, continuous professional development, curriculum review, effective teacher recruitment and retention, and active involvement of TVET professionals in policy formulation and implementation. It also advocated stronger industry-academia partnerships and public enlightenment to improve the perception of vocational education. The paper concluded that strengthening technical vocational teacher education is essential for producing competent teachers, developing a skilled workforce, reducing unemployment, promoting self-reliance and achieving Nigerian technological and sustainable economic development.

Keywords: *Technical Vocational Education, Teacher Education, TVET, Challenges, Government Intervention, National Development.*

Introduction

Technical Vocational Teacher Education (TVTE) in Nigeria is an integral component of tertiary education and a fundamental aspect of the country's human capital development strategy. According to the National Policy on Education (FRN, 2013), technical vocational teacher education refers to the professional preparation of teachers through established policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills required to perform their responsibilities effectively in classrooms, schools and the

wider society. It encompasses both pre-service education, which takes place before teachers commence professional practice, and in-service education and training, which provide opportunities for practising teachers to update their knowledge, improve their competencies and respond to emerging developments in their respective fields. Therefore, technical vocational teacher education is concerned with preparing competent professionals who can effectively impart occupational knowledge, practical skills and relevant technological competencies to learners.

Technical vocational education involves the acquisition of practical knowledge, skills and competencies that enable individuals to function productively in industrial, commercial and other occupational environments (Wapmuk, 2011). These competencies are essential for individual self-reliance, employment generation, poverty reduction and sustainable economic development. Consequently, vocational technical education has emerged as an important human resource development strategy that Nigeria and other developing countries need to embrace to train, equip and modernise their technical workforce for industrialisation and national development (FRN, 2013). In this regard, Technical Vocational Education and Training (TVET) represents a vital bridge between education and the world of work, as well as a powerful instrument for individual empowerment and national transformation.

The significance of TVET extends beyond the acquisition of occupational skills to include the development of competencies required for agricultural productivity, industrial growth, commercial activities, entrepreneurship and technological advancement. An effective TVET system provides learners with opportunities to develop practical abilities, creativity, problem-solving skills and the capacity to adapt to changing workplace demands. When properly implemented, TVET can contribute significantly to building a self-reliant society by preparing individuals to become productive citizens, create employment opportunities and contribute meaningfully to national development. This is consistent with the objectives of the National Policy on Education, which emphasises equipping individuals with appropriate skills, abilities and competencies necessary for living and contributing to the development of society (FRN, 2004). However, the extent to which these objectives can be achieved depends considerably on the quality of teachers responsible for implementing TVET programmes.

Teaching is widely recognised as one of the most strategic professions for individual and national development. Ajibola (2008) opined that teaching is the most vital profession for national development because teachers constitute critical human resources for translating educational policies and objectives into practical classroom experiences. Teachers interpret curriculum contents, select appropriate instructional strategies, organise learning activities and assess students' progress towards achieving established educational goals. Consequently, the effectiveness of any educational system depends substantially on the competence, commitment and professional quality of its teachers. Without adequately prepared teachers, even well-designed educational policies, curricula and institutional programmes may fail to achieve their intended objectives.

Emphasising the importance of teachers, Ajibola (2008) argued that without good teachers, it would be difficult to produce competent medical doctors, engineers, lawyers and other professionals required for national development. Teachers provide the foundational knowledge and professional preparation upon which other occupations and specialised fields depend. Inadequate teacher preparation can therefore have far-reaching consequences, including poor professional competence, ineffective service delivery and limited national development. Similarly, Omojuwa (2007) expressed the view that just as education plays a fundamental role in national development, teachers occupy a central position in determining the success of any

educational system. This establishes the teacher as an indispensable agent of educational transformation and societal progress.

The critical importance of teachers becomes even more pronounced in technical vocational education because of the practical and competency-based nature of its programmes. Unlike educational programmes that depend predominantly on theoretical instruction, TVET requires teachers to possess both pedagogical knowledge and specialised occupational competencies. They must be capable of demonstrating practical procedures, supervising workshop activities, operating relevant equipment, guiding students through technical tasks and assessing their ability to perform occupational activities independently. Therefore, the preparation of TVET teachers must extend beyond academic qualifications to include practical experience, technological proficiency, instructional competence and continuous professional development. Teachers who lack these competencies may be unable to provide the quality of instruction required to produce technically skilled and industry-ready graduates.

To underscore the far-reaching consequences of teachers' professional responsibilities, Ajibola (2008) observed that while an engineer's mistake may result in the collapse of a bridge and a lawyer's mistake may cause a client to lose liberty, a teacher's mistake can affect generations yet unborn. This observation highlights the intergenerational influence of teaching and its implications for national development. Indeed, the quality of professionals produced in every sector is substantially influenced by the quality of their teachers. In the context of TVET, the consequences of inadequate teacher preparation may be particularly significant because defective instruction can result in poor practical competencies, unsafe working practices, inefficient production processes and graduates who are inadequately prepared for industrial and technological demands.

Despite the strategic importance of technical vocational teacher education, its effective delivery in Nigeria continues to require considerable attention. Challenges associated with teacher professionalism, funding, curriculum relevance, instructional facilities, ICT integration, availability of qualified personnel and institutional capacity can undermine the quality of teacher preparation and classroom delivery. These concerns make it necessary to examine the conditions affecting technical vocational teacher education and teaching in Nigerian schools. Addressing these challenges is essential to strengthening the quality of TVET teachers, improving practical skills acquisition and ensuring that vocational education contributes meaningfully to industrialisation, employment generation and sustainable national development. Therefore, this paper examines the major challenges confronting technical vocational teacher education and teaching in Nigeria and highlights the need for appropriate interventions to reposition the system for effective educational and national development.

Roles of Technical Vocational Education Training

Technical Vocational Education and Training (TVET) is not just a Nigerian issue. It has been a long-time discourse both in academic and practice. Though the issue in most developing countries like Nigeria has been a question of successful implementation of TVET programme (Okorocha, 2012). He further stated that in this era of globalization and Information and Communication Technology (ICT), emphasis is on TVET skills for the production of self-reliant citizens. TVET has the following roles to play in local, state, national development and individual self-reliant:

1. **Youth Empowerment**

   In this 21st century characterized by knowledge explosion, the emphasis be on production of self-reliant citizens (Okorocha, 2012). TVET should empower the Nigerian youths with

requisite employability skills that should be sustained. TVET schools should produce men and women who, at the end of their education should be able to put into use the skills they have acquired while in school. TVET should also empower the people socially and economically so that they will be able to participate in the making of decision regarding policies affecting their lives, to make the citizens and nations to be self-reliant in the production, distribution and consumption of goods and services. Ogundele, Akingbade and Akinlabi (2012) revealed that youth empowerment is influenced through acquired skills.

2. Enhancement of Citizens National Economy

TVET plays a crucial role in the social and economic development of a nation (King and Palmer, 2006). The development of a nation's economy is contingent on the quality of skilled human capital in the pool. TVET provides student with life skills that will make them to be productive entrepreneurs as it engenders creative and innovative ideas; enlarges the economic pie and increases personal freedom. The business environment is changing at a fast pace due to the rapid emergence of technology and globalization. This has added to the increase in demand of valuable human skills necessary to respond to such drastic changes for economic progress. As a channel for entrepreneurial skill acquisition, TVET play the role of improving the economic situation of Nigeria through production and distribution of goods in different areas of specialization. This is achievable through the training of the students in different specialized fields. In the long run, this will help the students to establish their own enterprise as seen in China, Turkey, India, and Japan among other countries that have succeeded economically through vocational education. This is in line with the views of Lawal (2014) who opined that for a country to advance socially, economically and technologically, its citizens must be creative and productive with a majority becoming job creators rather than seekers. The researchers further emphasized that optimum attention and recognition should be giving to the promotion of TVET in Nigerian if the country wants to attain great achievement of productivity and sustainable economic environment and national development. According to Sheieh, Wang and Chon (2009), lifelong vocational education will gradually improve the economic and social development of both the people and the country by making vocational education a channel for exploitation of human resources. Ozasagir, Bayraktutan and Arsian (2010), observed that, their regression and causality test carried out in Turkey provided empirical support for a positive relationship between vocational education and industrial productivity.

3. Provision of guidance and Counselling Services to the Students

TVET equip students with the right skill for effective adaptation to the business environment. However, no student can acquire all the skills needed in every aspect of the economy. Therefore, TVET practitioners have a role to play in terms of observing and monitoring students' behaviours, attitudes and actions within the environment for proper skill alignment. The behaviour observed will help TVET practitioners to counsel, guide and advice students on their choice of skills. This will help to ensure that students enrolled in appropriate callings for effective performance and sustainability of the skills learnt. With proper guidance and counselling, students can acquire skills in dealing with finance and accounting matters, economics, business, ICT, fine and applied arts, music and entertainment, building, auto-mobile, woodwork, electrical and electronics, metal works and agricultural activities such as fishery, poultry, snarling, piggery, crop planting among other numerous skills that will make them self-reliant, self-dependent, self-fulfilled and self-actualized.

Challenges of Vocational Technical Teacher Education: A perspective of Nigerian schools

1. Non professionalising the teaching profession

The challenge of non-professionalising teaching in Nigeria is still very obvious (Etuk and Asukwo, 2015). Professionalism is a concept which has been described by clearly and precisely defined standard by professionals who know and put into practice the core values, ideals, skills, knowledge, attitudes, rights, privileges, conduct and obligations expected of a professional. With the establishment of a regulatory agency, Teachers' Registration Council of Nigeria (TRCN) by the TRCN Act 31 of 1991 (FRN, 2002) to regulate and control the teaching profession in all aspects and ramifications, it is still unclear why teaching, like other professions in Nigeria is not publicly recognized as a core profession. As noted by Ciwar (2008), professions in Pharmacy, Law, Medicine, Engineering and others which are far younger than the teaching profession, enjoy the epitome and symbol of genuine professionalism. They proudly wear their identities and in whatever job they find themselves, they still prefer to be identified by their respective profession (Yusuf, 2011). According to Etuk and Asukwo (2015), the challenges facing the professionalism of the teaching profession include the practice of training would-be teachers by mushroom/satellite campuses; introduction of part-time programme to the would-be teachers, recruitment of uncertified and unqualified teachers to teach in the schools among others.

Teaching in Nigeria does not emphasis or implement the pre-condition that practitioners must first be registered and a certificate of registration obtained as a license to practice; it does not distinguish between levels of qualification either in College certificates or in experience and excellence in practice as do other professions; and the profession is yet to inculcate in members the trait of exerting service above self and insistence on membership registration (Yusuf, 2011). Fakoya (2009) enumerated factors militating against professionalising teaching profession to be unequivalent level of education and training, lack of self-reputation, poor social class and academic background of entrants to the profession, lack of balance between the sexes in teaching, lack of commitment to the profession, poor salary structure, lack of professional culture in education and teaching career.

2. Poor funding

The three tiers of Government in Nigeria have not fully come to appreciate the contributions of Technical Vocational Education and Training to national economic development even though it is an indispensable tool for tackling unemployment and poverty in the society. This is because successive governments have not found it necessary to adequately finance both the planning and implementation of standard and sustainable TVET programmes in the country. In support of this statement, Okorie (2011), Okeke and Eze (2010) stated that insufficient finance is a realistic and practical factor inhibiting the implementation of TVET sector is holistically on science education. Too much emphasis is placed on TVET, but little is done to improve the teaching/learning of TVET programmes in Nigerian institutions. There are so many new sophisticated office equipments that have appeared in the market such as electric typewriters, dictating machines, computers, school buildings (classrooms, laboratories, libraries, workshops, furniture and so on); These facilities are conspicuously absent in our schools due to inadequate funds for their acquisition. The issue of funding remains a sore point in vocational technical teacher education particularly and education

generally. Ogbodo and Efanga (2014) observed that though the Federal, State and Local Governments have been making considerable financial allocations to the education sector in the recent times, there is abundant evidence of underfunding and underinvestment in all levels of education system in Nigeria. They came to a conclusion that it has become clear that government is unwilling and/or unable to fund education alone, and this has therefore made partnering an imperative.

3. **Low Information and Communication Technology Compliance Curriculum** According to Merkley and Schmidt (1997), many schools at the primary and secondary level in Nigeria do not have computer education in their curriculum. The reasons are not farfetched: computers are not available in the schools. Looking beyond the primary and secondary schools, one should mention the introduction of computer studies as a session core course in the higher institutions, the course content of computer does not address the specific needs of students in their various professions. Students merely undergo a theoretical course with little practical, some without actually having any opportunity to undertake practical training on the IT equipment. Hence, students leave school armed with theoretical knowledge without practical skills in handling computers. The quality of TVET teacher education remains the cornerstone of any technological educational system. Yet, TVET teacher education institutions in Nigeria have not effectively responded to the need to integrate information technology throughout the teacher preparation programme. Most teacher training institutions in Nigeria lack computer hardware for training purposes. Teachers are not exposed to introductory courses in instructional technology and basic computer knowledge thus; new teachers have limited knowledge of how to work in a technology-enriched classroom or how to use technology in their professional practice (Mkpa,1987; Nzeako 2005; Oliver 2002). For the computer to be fully operational, it would need regular supply of power. This is lacking in so many schools in many parts of the country. Hence, installed computers may lie idle for most of the time because of lack of power supply while frequent fluctuations in power voltage can lead to mechanical breakdown and cause damage to gadgets. People may resort to power generators or plants but they have to frequently buy diesel or petrol as well as to maintain them. This is an expensive alternative; as a result, many schools do not integrate ICT in their teaching and learning process.

4. **Non-use of Appropriate and Approved Methodology**
   One other outstanding constraint in the teaching/learning of TVET is the non-use of appropriate and approved methodology. In addition to normal lectures, the teaching of vocational technical subjects requires the use of variety of teaching methods and techniques some of which are simulation, discussions, demonstrations etc. it is sadly noticeable that while some teachers adhere to these professional practices, a number of others do not. It is either that they are unaware of these methods or are indifferent to their use.

5. **Poor/Shortage of Qualified Vocational Technical Teachers:**
   According to Sodiq (2001), national development has a direct link with education; he stated that the education of the teacher at any level should be the priority of any country wishing to develop in all facets of human endeavours. If we accept that no education system can rise above the quality of its teachers and we know, that education is the catalyst for all spheres of human development, then it follows that a country that harbours poor quality TVET teachers will remain undeveloped and thus suffers the consequences of under-development and technology compliant.

Many tertiary institutions across the country are inadequately staffed. In most departments especially in TVET programmes, the number of qualified TVET teachers for each specialized area is in short supply. It is an indisputable fact that without quality TVET teachers, practical works which is an essential component of TVET programme will be difficult to implement. Acquisition of skills requires that strict attention and supervision should be given to every student. In other words, individualized instructions become very difficult during practicals due to shortage of qualified TVET teachers and this affects performance of both the teachers and students as teachers are made to teach many TVET courses. Many people who are qualified to teach TVET courses have always abandon teaching for other better jobs that have prestige and better remuneration.

According to Adeyinka (1975), teaching is gradually becoming a profession for fresh graduates of universities and colleges of education who are ready to call it quit, without provocation, as soon as they find better job opportunity. Oluwale, Jegede and Olamade (2013) stated that attracting qualified staff into teaching and teacher training in TVET was a problem for most countries including Nigeria. In order to spur locally needed TVET teachers, it is imperative that Nigerian government should seriously consider proper retention schemes for their best talents by providing special working conditions such as; adequate research supports and other incentives to stem this problem of brain drain.

6. **Poor Public Perception and Apathy to Technical Vocational Education and Training:** Technical Vocational Education and Training (TVET) in Nigeria have a very low image and there is need for a turn around on its perception for public acceptance. Observations have shown that many parents especially the elites, the rich and the political class do not encourage their wards to make TVET a career and those people who opt probably for TVET programme either by accident or chance are not motivated or encouraged because the society does not place any significant value or dignity on the programme. In Nigeria today, how many ministers, senators, vice chancellors, governors, local government chairmen, professors and even teachers of TVET do encourage their siblings to enlist for TVET certificates? Rather, they prefer them to study courses like Engineering, Pharmacy, Medicine, Law, Accounting etc. Therefore, boosting the image of government, TVET should be a serious concern to TVET practitioners, institutions and other stakeholders.

7. **Lack of Adequate Equipment and Infrastructural facilities**
Most TVET departments in our higher institutions do not have well equipped laboratories, workshops and usable infrastructures. Where these exist, they are grossly inadequate, obsolete and in a dilapidated state. Oduma, (2007), posited that what is seen and referred to as TVET laboratories in various institutions today are eye-sores as the laboratories only have items or equipment that were provided at the point the departments were established. It is however a statement of fact that most TVET departments still depend on engineering workshops and lecturers to teach TVET courses. Opeoluwa (2009) in Dokubo (2013) indicated that only 40% of tertiary institutions in Nigeria have laboratories or workshop spaces for TVET programmes. He further stated that 60% of other institutions do not have laboratories or workshop spaces and this affects the low quality of technology programmes in higher institutions. Opeoluwa, concluded that this situation is partly responsible for the reason why it has been increasingly difficult to run experiments effectively for students and thus making the teaching and research in TVET difficult. Afolabi (2008) observed that the classrooms and offices in most of the schools were inadequate in terms of decency, space, ventilation and insulation from heat and further noted that the incinerators and urinaries were not conveniently placed, and the school plant was poorly maintained. These combined

deficiencies constitute a major gap in the quality of input and output in education, thus the non-attainment of the set standards and goals in TVET teacher education. However, the country turned into producing insufficient, unqualified and ill- prepared TVET graduates who ordinarily are supposed to be the driving force for the economic and industry transformation of the country as experienced in developing countries like China and Turkey. This inadequacy in the field of teaching, laboratory and workshop facilities has contributed to poor performances on the part of students. One of the causes of inadequate and poor facilities is the rampant upgrading of secondary schools or teachers training Colleges to Federal and State Universities. According to Etuk and Asukwo (2015), the first-generation higher institutions enjoyed in relative terms, the advantage of extensive parcels of land, which facilitate the development of infrastructure and staff academic centres. They further opined that today, secondary schools in built-up areas are rampantly upgraded to Colleges of Education and other tertiary education institutions. With inadequate initial facilities in these schools and limited areas for expansion coupled with the rapid increase in the numbers of students, the facilities are stretched to breaking points within few years of operation. Ajayi and Ayodele (2002), reported that the provisions of adequate and appropriate infrastructure are indispensible to the educational process but inadequacy and inappropriateness in Nigeria system contributed to a fall in standard of education. Okabia (2011) noted that the quality of education depends on the resources such as human, material and financial resource. When these are not properly provided in adequate quantities, the goals and objectives of TVET teacher education is defeated. According to Ekpo (2010), a competently trained TVET teacher anywhere in the world needs didactic material/facilities to be effective, and the significance of the resources and their provision cannot be gainsaid.

8. Curriculum Defect

Most of the Nigerian universities and colleges that offer TVET programme do not have uniform course contents. Non uniformity in the course contents usually creates problems for students who may wish to transfer to another institution to complete their studies. This disparity in course contents of vocational technical education programme in Nigerian universities and colleges poses a great challenge for the standardization of the TVET programmes (Etuk & Asukwo 2015).

9. Involvement of TVET non-Professionals in VTE Policy Decisions

The major problem confronting TVET teacher education is the use of TVET nonprofessionals in handling TVET matters. Ibeneme (2007) noted that many administrators of TVET programme at policy making level are not TVET trained persons and thus do not seem to understand the needs of the programme. For Vocational Technical teacher education to be successful, government must ensure that TVET professional are involved in TVET teacher education policy making decisions, planning and implementation. This is necessary because TVET professionals know the needs of the TVET teacher education programmes in terms of deploying human and material resources for effective implementation, monitoring and evaluation. TVET professionals, according to Manfred and Jennifer (2008) in Okorocha (2012), have all the necessary skills, abilities and capabilities for carrying out the programme.

10. Over-crowded Classes for TVET Teacher Trainees.

TVET teacher training programme in Nigeria are plague with so many challenges. One of these challenges is the class size of TVET teacher training institutions. Faculties of education in Nigerian tertiary institutions admit yearly, undergraduates numbering above

three hundred and these are, taught massively in a single class, especially in what are known as the faculty courses to be taken by every student. According to Etuk and Asukwo (2015), in such circumstances, not much of personal contact between the student-teachers and their lecturers is expected. Also, teachers' illustrations, modelling, demonstration and practice as ways of training the would-be TVET teachers tend to always teach the way they were taught. So the expository method as a dominant strategy is adopted by TVET teachers after graduation, in primary and secondary school classrooms. The quality of learning by pupils and students can then be imagined.

11. Inequity in Urban/Rural Deployment of TVET Teachers

There is a need for efficient deployment of the TVET teachers after training. The TVET teacher in a staff development framework is vital. It should be noted that much of the values of careful selection and training may be lost if TVET teachers are not efficiently utilized. Udofot (2005) in Etuk and Asukwo (2015), attest that efficient deployment could give a teacher and other professionals a useful opportunity not only to utilize his skills, knowledge, personal characteristics which he acquired during initial training but also what the initial training programmes could not offer.

Kennedy (2010) in Etuk and Asukwo (2015) noted that some of the staff deployed work under increasingly challenging, difficult and dangerous conditions. There exists lack of dependable criteria for interview of TVET teachers to be deployed, insufficient built-in incentives in the deployment policy, general demotivation, and improper schedule of duties and so on. According to Etuk and Asukwo (2015), the above factors can demoralize the TVET teachers and make them look stupid, incompetent, inferior, unskilled and ineffective. The equity in teacher's deployment is most pronounced between urban and rural areas in favour of the urban schools (Etuk and Asukwo, 2015). These situations result in excess workload and less efficiency on the part of some TVET teachers and near redundancy on the part of their colleagues in the urban schools.

Conclusion

Technical Vocational Education and Training (TVET) remains a critical instrument for human capital development, technological advancement, employment generation and sustainable national development in Nigeria. However, the effectiveness of TVET depends largely on the quality of teachers responsible for imparting relevant knowledge, skills and competencies. This paper identified major challenges confronting technical vocational teacher education and teaching in Nigeria, including non-professionalisation of teaching, inadequate funding, poor ICT integration, inappropriate teaching methodologies, shortage of qualified teachers, negative public perception, inadequate equipment and infrastructure, curriculum deficiencies, involvement of non-professionals in policy decisions, overcrowded classrooms and inequitable teacher deployment.

These challenges undermine effective teacher preparation, practical skills acquisition and the production of competent graduates capable of meeting labour market demands. Addressing them requires deliberate government intervention and collective commitment from educational institutions, industries and other stakeholders. Government should provide adequate funding, modern training facilities, improved teachers' welfare, continuous professional development and effective teacher recruitment and retention strategies. Furthermore, TVET professionals should participate actively in policy formulation, while curricula should be regularly reviewed to reflect emerging technologies and industrial needs. Stronger industry-academia partnerships and public enlightenment are also necessary to improve the perception of vocational education.

Ultimately, strengthening technical vocational teacher education is essential for developing a skilled workforce, promoting self-reliance, reducing unemployment and achieving Nigerian technological advancement and sustainable economic development.

The way forward

1. The government should be courageous enough in insisting that only professionally qualified, competent and qualified teachers are involved in the teaching of technical education courses. Premium should also be placed on a teacher's area of specialization which is very basic to the success of the programme. The best of theories in education has opined that no educational system could rise above the level of quality of its teachers. Vocational and technical teachers must be highly trained and acquire enough skills to be able to communicate their skills to students effectively. The Teachers Registration Council of Nigeria (TRCN) should seek for the enactment of a law to bar nonprofessionals, non-certificated, and non-registered TVET teachers from teaching in all public schools and government recognised private schools. For ease of implementation of the law, a time frame of five years should be allowed for all unqualified teachers to make up and become properly licensed to teach. In addition, th will help to reduce incompetent teachers in TVET institutions.
2. Government and institutions should plan, negotiate and fund exchange programmes with other countries that are already neck deep in skill TVET teachers training. This will definitely help to increase the TVET graduates and teacher's knowledge and technical know-how in the field of TVET. The involvement of government agencies in skill programmes such as ITF, SURE–P, National Economic Empowerment and Development Strategies (NEEDS), and National Directorate of Employment (NDE) in the TVET teacher programme will help to promote the image of TVET. Cooperation between institutions and industries will help to provide students with state-of-the-art equipment, machines and tools and also make the students' experience real life situations.
3. The level of computer literacy must be improved by creating a computer-integrated TVET curriculum in all TVET institutions beginning from secondary school level. All TVET institutions should incorporate rigorous training in Information and Communication Technology (ICT) with emphasis on power point presentation software which would aid in effective lesson delivery; excel software which would help in the enrolment, assessment and computation and storage of results and other aspects of elearning including social networking. The teacher already in service should be given mandatory training in computer use and other aspects of ICT. In the present world, computer illiteracy has proved to be the greatest illiteracy of all time. The TVET curriculum in our schools needs to be appropriately enriched to accommodate subjects like technical communication, consumer education, entrepreneurship and computer appreciation. This could rather be described as "complete career exploration" which promotes intelligent career choices and high technology development.
4. Government should conduct needs assessment of the people and the country at large with respect to TVET and match it with proper planning before implementation. Policies on education made in haste will never give desired results. It would be better if policies are made in such a way that changes can be accommodated without disturbing the overall system. Proper planning will also help to avoid inconsistencies in policy decisions which could hinder performance and success of TVET programmes.
5. The issue of training and retraining is critical in the production and retention of qualified teachers. Since teaching is a profession and a vocation, what is needed in the production

of TVET teachers is more of training than teaching. The training of academic staff should be a continuous exercise to ensure consistent improvement in the quality of TVET teachers. The training should be in two folds: training to acquire qualifications required for teaching and continuing professional training. Both types of training can be acquired either locally or overseas. Government should adequately fund and support TVET programme through scholarships awards, funding/research grants, provide current books and journals in order to meet the needs required for staff good job performance.

6. To acquire the right skills needed for wider choice of jobs and career paths, well equipped laboratory and workshop become critical. Government should equip TVET workshops with modern equipment, tools and machines to enable TVET teachers and students practice the skills using a replica of what should be obtained in the workplace and as well undertake socially relevant researches. TVET teaching practice evaluation form should be modified to assess the cognitive, psychomotor and affective domain in the knowledge transfer process. Students can acquire the right skills only when they are taught with the right tools, equipment and machines in a good environment.
7. The greatest challenge facing and TVET and development in Nigeria are the notorious and perennial lack of power supply. Nearly all known vocations required for national development rely on efficient and stable electricity supply. Most private entrepreneurship that grew from the community development initiatives of the oil companies have folded up for lack of public power supply. There is an urgent need for Government to build a firm foundation for the generation, transmission and distribution of reliable electricity across the country. Nigeria stands the risk of being marooned by this singular factor of poor electricity supply.
8. Membership of the professional association should be encouraged and, if possible, the employers of teachers should make membership of professional at conferences, seminars and workshops mandatory to serving teachers. This would help in updating their knowledge of high technology, relevant teaching methods and skills of improvisation of materials and equipment.
9. The recommended 1:40 by Banjo Commission in the secondary education should be maintained by the school authority. This means employing teachers and providing more school buildings and more classroom facilities.
10. Parents, teachers, principals, students, policy makers and other education stakeholders should be made aware of the findings of this study, during meetings of Parent-Teachers Association meetings, Town Hall meetings, seminars, conferences and workshops. The Government, Education Planners and Policy Makers should embrace this strategy if the TVET must play its role for the effective sustainable industrial development in Nigeria.
11. On the basis of employment and deployment of teachers, the agencies in charge recruitment should be patriotic enough to think more of the educational system and the future of our youths than the immediate ethnic and political considerations. The aberration not only discourages bright students to opt to enter into the teaching profession but also demoralises those who are already on the TVET teacher education programme. There is an urgent need to terminate this retrogressive practice if we are to ensure and guarantee quality teaching and learning in our schools.

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