



INFLUENCE OF VOCATIONAL AND TECHNICAL EDUCATION ON PRODUCTIVITIES AND SUSTAINABLE DEVELOPMENT OF EKITI STATE

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Abstract

This paper examined the influence of vocational and technical education on productivities and sustainable development of Ekiti State. Objectively, this paper examined the influence of Vocational and Technical Education on productivities and sustainable development of Ekiti State among Vocational and Technical Education students of the Department of Technical and Vocational Education, Ekiti State University. It was a descriptive research of a survey type and the population covered all the students in Vocational and Technical department; out of this 210 students were used as the sample and they were randomly selected. The research instrument used in collection of relevant data was a questionnaire containing closed ended items and data generated from the respondents was analyzed through mean, standard deviation and simple linear regression. It was discovered that there was a significant influence of Vocational and Technical Education on productivities in Ekiti State and that there was a significant influence of Vocational and Technical Education on sustainable development in Nigeria. Thus, it was recommended that workshops and seminars should be organized to keep teachers abreast of current development in the field of Vocational and Technical Education; government should always provide the necessary equipment needed to ease the teaching of students and that students should be encouraged to be more serious with their studies as available white collar jobs are for eminent people of the State.

Keywords: Vocational and Technical Education, Productivity, Sustainable Development

Introduction

The dawn of the 21st century has brought profound and fundamental changes to economics, technology, politics, culture, morals, social values and ethics. Globalization is the driving force in all these changes. While globalization has induced the collapse of time and space, it has also expanded opportunities and challenges for individuals and for nations and has sidelined the weak and unprepared (Anyia, 2008). The task of the university education will then be to empower the youths to be able to cope with the industrial and economic environment to contribute to economic development of the nation.

Education has for long been recognized and accepted as a panacea for

Nigeria's ills and woes particularly, in the case of higher education. Stupendous amount of money and the other resources, even though inadequate, are expended on educational related activities annually. Unarguably, all stakeholders look up to the universities as the nation's beacon of hope, light and civilization. For this reason, over 50 public universities are springing up all over the nooks and crannies of the country (Ejiogu and Onyene, 2006). Nigeria's philosophy of education is aimed at education that foster the worth and development of the individual. For each individual's sake and for the general development of the society there is need for empowerment so as to break the chains of poverty for necessary liberation and economic development.



Usono, Akpan and Otu (2010), described development in terms of reduction in the levels of poverty, illiteracy, unemployment and income inequality. However, Dike (2007) emphasized that national development encompasses social and political development as well as economic development. He further opined that a rise in productivity, social and economic equity and improved institutions are the products of a sustained development. Economic development is thus an important part of general development in any society. The main objective of economic development is to raise the standard of living and the general wellbeing of the people in an economy where almost everybody can be self-reliant. Yusuff and Soyemi (2012) affirmed that Vocational and Technical Education (VTE) is a means with which a country can attain the needed development.

Productivity is the ratio of output to inputs in production; it is a measure of the efficiency of production (Asogwo & Diogu, 2007). Productivity measure the economic growth of a country (Nuru, 2007). This cannot be achieved without growing the labour productivity that depends on three main factors, investment and saving in physical, capital, new technology and human capital. Nuru (2007) opined that higher productivity is a means to better levels of economic well-being and greater national strength and Technical and Vocational Education is often seen as a product of human resourcefulness. This is to say that the technological progress of any nation depend on the level of resourcefulness by her people which in turn is the direct reflection of the quality of training and meaningful development in Vocational and Technical Education (VTE).

FGN (2004) conceptualized VTE as education given in institution as providing both scientific knowledge and practical skills required for a specific trade, employment or profession as craftsman, technicians/technologists and

scientist of similar levels in business field of engineering and applied science. It refers to the aspect of education, which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. Ameh (2002) defined Vocational and Technical Education as "any form of education which sufficiently prepares an individual to perform in his chosen occupation. He further elucidated by saying it teaches skills, develops attitudes and competencies that are requisite to success in any given occupation.

Vocational and technical education facilitates the acquisition of applied skills and basic scientific knowledge. It is a planned programme of course and learning experiences that begin with the exploration of career options, supports basic, academic and life skills, and enables the achievement of high academic standards, leadership, preparation for industry and continuing education (CTE, 2009). Unfortunately, Nigeria does not seem to give vocational and technical education the attention it deserves. This appears to be one of the reasons for rising rate of unemployment and poverty in the society. The growing problem of unemployment in the country has contributed largely to the worsening problem of poverty among the populace. This is because the youth and graduates from tertiary institutions are not equipped with adequate skills that will enable them exploit the natural resources that abound in Nigeria.

Olaitan (1996) posited that unemployment leads to frustration and disillusionment that may result in crime or drug abuse in a futile attempt to escape from and forget the pains and humiliation associated with poverty and lack. The problem of unemployment, he further stated, has worsened as millions of school leavers and graduates of tertiary institutions are not gainfully employed. The reason is that they lack the necessary occupational skills that would enable



them to be self-employed and effectively function in today's world of work. Occupational skills can be achieved through vocational and technical education. Okorie (2001) opined that Vocational and Technical Education could lead to acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.

According to Yusuff and Soyemi (2012), the development of technical and vocational skills is vital to productivities level and economic development for two important reasons. First, technical and vocational skills are needed for enterprise productivity and profitability, as well as for national productivity and wealth creation. Without the necessary technical skills, enterprise and national growth can be seriously deterred. Technological innovation and economic growth fuel the demand for skilled workers. The second reason development of technical and vocational skills is of vital importance is because it is essential for individual prosperity. Skills enable the individual to increase productivity and income.

Dike (2007) emphasized that technological development of a State that engenders high productivities level and sustainable development depends on the available technical know-how, the rudiment of which is a function of the quantity and quality of available vocational and technical education. Nuru (2007) opined that relevant skills and knowledge needed to increase the productivities level of the State and overall State development could be made possible through Vocational and Technical Education. Thus, unemployment and underemployment that characterized the State was considered to be the lack of timely and sound skills often acquired through Vocational and Technical Schools

Agbionu (1994) argued that training development of manpower to provide the skills that will enable the worker to

work more efficiently is an important part of productivity improvement. Expanding this submission, Ajayi, Arogundade, and Ekundayo, (2007) suggested that the neglect of vocational and technical education in the area of adequate personnel, financial support and facilities to encourage Vocational and Technical Education are robbing the State of high productivities that would have in turn lead to development of the State. Hence, Asogwo and Diogu, (2007) maintained that there is an urgent need for the people's attention to be redirected towards self-reliant and sustainable means of livelihood which Vocational and Technical Education provides.

The neglect of technical education in the area of adequate personnel, financial support and facilities to encourage Vocational and Technical Education is robbing the State of some contributions graduates would have made to the economy. Ayodele (2006) identified that the problem has been irrelevant education that is bookish, theoretical and 'white collar job' oriented. The level of infrastructural development and facilities provided by the government are affecting, to a very large extent, the level of skill acquisition in university and colleges. The high rate of insecurity as exemplified in kidnapping, prostitution, arm robbery has relationship with unemployment and poverty. It is against this back drop that this paper is looking at the influence of Vocational and Technical Education on productivities and sustainable development of Ekiti State.

Purpose of the Study

The main purpose of this study was to examine the influence of Vocational and Technical Education on productivities and sustainable development of Ekiti State. Specifically, the study is designed to:

- i. Examine the influence of Vocational and Technical Education on productivities level in Ekiti State;
- ii. Observe the influence of Vocational and Technical



Education on sustainable development in Ekiti State.

Research Questions

In line with the stated objectives, the following research questions were raised to guide this study

- i. Would Vocational and Technical Education influence productivities level in Ekiti State?
- ii. Would Vocational and Technical Education influence sustainable development in Ekiti State?

Research Hypotheses

The following hypotheses were formulated to guide the study

Ho₁: There is no significant influence of Vocational and Technical Education on productivities in Ekiti State;

Ho₂: There is no significant influence of Vocational and Technical Education on sustainable development in Ekiti State.

Methodology

The study adopted descriptive design of a survey type and the population covered all the students in Accounting and Technical Education in Technical and Vocational Education Department in Ekiti State University. Out of the 440 students in Accounting and Technical Education department, 210 students were ascertained as the sample size through Yamane Yaro formula of 1967 and they were randomly selected.

Table 3.1: Populations and sample size of the respondents according to department

Department	Population	Sample size	Sample size for department
Accounting	304	$n = \frac{440}{1 + 440(0.05)^2} = 145$	$n = \frac{304(210)}{440} = 145$
Technical Education	136		$n = \frac{136(210)}{440} = 65$
Total	440		210

The research instrument used in collection of relevant data for this study was a questionnaire containing closed ended items. Validity and reliability of the questionnaire were carried out to authenticate the items on the questionnaire. Data generated

from the respondents was analyzed through simple linear regression.

Results and Discussion

Analysis of the Research Questions

Research Question 1: Would Vocational and Technical Education influence productivities level in Ekiti State?

Table 1: Responses of the Respondents on how Vocational and Technical Education Would influence Productivities Level in Ekiti State

S/N	Items	X	Std Deviation	Remarks
1	VTE helps to develop occupational competencies for industrial work.	3.13	0.795	Agreed
2	The attainment of an industrialized nation requires to a very large extent the training of the youths in various trades and professions	2.98	0.884	Agreed
3	Higher productivities depends on skills acquired through adequate training	2.83	0.993	Agreed
4	Vocational and Technical Education influence productivities in Ekiti State	2.82	1.029	Agreed
5	Higher productivity is a means to better levels of economic well-being and greater national strength	2.98	0.893	Agreed



The discovery made above revealed the respondents agreed that VTE helps to develop occupational competencies for industrial work, the attainment of an industrialized nation requires to a very large extent the training of the youths in various trades and professions, higher productivities depends on skills acquired through adequate training, Vocational and Technical Education influence productivities in Ekiti State, higher

productivity is a means to better levels of economic well-being and greater national strength with mean and standard deviation of 3.13 and 0.795; 2.98 and 0.884; 2.83 and 0.993; 2.82 and 1.029 and 2.98 and 0.893 respectively.

Research Question 2: Would Vocational and Technical Education influence sustainable development in Ekiti State?

Table 2: Responses of the Respondents on how Vocational and Technical Education Would influence Sustainable Development in Ekiti State

S/N	Items	X	Std Deviation	Remarks
1	Vocational education has been an integral part of national development strategies	3.23	0.817	Agreed
2	Vocational and Technical Education is the type of education Ekiti State needs presently to reshape her crumbling socio-economic status	2.88	0.812	Agreed
3	Graduates of vocational and technical institutions are highly skilled entrepreneurs	2.86	1.063	Agreed
4	Vocational education entails the enrichment of the capabilities that influence the effective psychomotor or cognitive domains of individual	2.45	3.08	Agreed
5	Vocational and Technical Education influence sustainable development in Ekiti State	3.43	0.575	Agreed

The outcome above revealed that the respondents agreed that Vocational education has been an integral part of national development strategies, Vocational and Technical Education is the type of education Ekiti State needs presently to reshape her crumbling socio-economic status, graduates of vocational and technical institutions are highly skilled entrepreneurs, Vocational education entails the enrichment of the capabilities that influence the effective psychomotor or cognitive domains of individual, Vocational and Technical Education influence sustainable development in Ekiti State with mean and standard deviation of 3.23 and 0.817; 2.88 and 0.812; 2.86 and 1.063; 2.45 and 3.08 and 3.43 and 0.575 respectively.

H0: There is no significant influence of Vocational and Technical Education on productivities in Ekiti State

Analysis of the Hypotheses

Hypotheses 1

Table 3: Regression Analysis of Vocational and Technical Education on Productivities in Ekiti State

Dependent Variable: Productivities in State

Model	Coefficient	Std Error	R	R ²	F	Prob
Constant	2.016	0.231				
Productivities in Ekiti State	0.373	0.074	0.419	0.175	25.11	0.000

In table 3 above, the R-square, which showed the overall explanatory power of the model, revealed that the independent variable explained about 17.5% of the systematic variation of



the dependent variable. The overall fitness of the model as shown in the F statistics of 25.11 with a probability of 0.00 was statistically significant as it was lesser than the standard critical p-value of 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis accepted. Hence there is a significant influence

of Vocational and Technical Education on productivities in Ekiti State

Hypothesis 2

There is no significant influence of Vocational and Technical Education on sustainable development in Ekiti State



Table 4: Regression analysis of Vocational and Technical Education on Sustainable Development in Ekiti State

Dependent variable: Sustainable development in Ekiti State

Model	coefficien ts	Std Error	R	R ²	F	Prob
Constant	1.281	0.195				
Sustainable development in Ekiti State	0.635	0.061	0.692	0.479	108.38	0.000

In table 7 above, the R-square, which showed the overall explanatory power of the model, revealed that the independent variable explained about 47.9% of the systematic variation of the dependent variable. The overall fitness of the model as shown in the F statistics of 108.38 with a probability of 0.000 was statistically significant as it was lesser than the standard critical p-value of 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis accepted. Hence, there is a significant influence of Vocational and Technical Education on sustainable development in Ekiti State.

Discussion of the Findings

It was discovered that there is a significant influence of Vocational and Technical Education on productivities in Ekiti State. This implies that productivities in Ekiti State would increase with increase in the acquisition of relevant skills by Vocational and Technical Education Students. Invariably, acquisition of skills would increase the number of manpower and eventually increase the production of goods and services. This gave credence to the submission of Agbionu (1994) that training development of manpower to provide the skills that will enable the worker to work more efficiently is an important part of productivity improvement.

It was gathered that there is a significant influence of Vocational and Technical Education on sustainable development in Ekiti State. This implies that sustainable development among other things hinged on relevant skills acquired through Vocational and

Technical Education in Ekiti. Increased productivities will breed economic growth. A sustained economic growth would cause spontaneous economic development. More so, that Vocational and technical Education has been an integral part of national development strategies in many societies because of the impact on human resource development, productivity and economic growth. Corroborating this fact, Ajayi, Arogundade, and Ekundayo, (2007) also suggests that the neglect of vocational and technical education in the area of adequate personnel, financial support and facilities to encourage vocational and Technical education are robbing the nation of the contribution their graduates would make in the economy and the deserved economic development.

Conclusion and Recommendations

The study centered on the effect of Vocational and Technical Education (VTE) on sustainable development in Ekiti State. It was concluded that there was a significant influence of Vocational and Technical Education on productivities in Ekiti State and that there was a significant influence of Vocational and Technical Education on sustainable development in Nigeria. Thus, it was recommended that regular seminars and workshops should be organized to keep teachers abreast of the current development in the field of vocational and technical education so as to improve their efficiency and the productivities of students in their respective fields. Government should always provide the necessary equipment needed to ease the teaching of students and that students should



be encouraged to be more serious with their studies as available white collar jobs are for eminent people of the State. On-the-job training and retraining inform of in-service training should be given to instructors in order to improve their capacities for proper teaching and training of the youths for national development, for it is said that a well-trained trainer trains better.

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