

Original Research Article

# Enhancement of Technical Vocational Education and Training (TVET) through professional counselling in Nigeria

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## Abstract

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This is a descriptive survey research study which examines the enhancement of technical vocational education and training (TVET) through professional counselling in Nigeria. One hundred and thirty-three (133) students of Tertiary Institutions in Lagos State were randomly selected. Self developed questionnaire-enhancement of TVET through counselling questionnaire (ETCQ) was used to collect data. The instrument was validated using content validity and Cronbach's Alpha Reliability Test of 0.922 was measured. With the use of Statistical Package for Social Scientists (SPSS), the result showed that (85.7%) of the respondents opined that the counselling profession plays a significant role in the enhancement of TVET in Nigeria. It is therefore recommended that more counsellors should be employed into Nigerian schools. The counsellors should thereafter be given a continuous training in order to render an expected professional service and give a practical professional counselling in enhancing TVET in Nigerian schools.

**Keywords:** Counselling, Technical Vocational Education

## INTRODUCTION

The assertion that Nigeria is a developing nation is not a mirage but a reality. However, for Nigeria to move to the next level and be among the technically advanced cum developed nations; all hands must be on deck to work tirelessly on the enhancement of technical vocational education and training (TVET) in Nigeria because through it many Nigerians will develop their skills, be self employed, technologically advanced and improve the national development of the country. This will be achieved if efforts are made like that of the developed nations of china, Japan, etc. For instance, the rapid development of China's economy has been beneficial to the Chinese people. Double-digit rise of GDP every year leads China to having US\$1 trillion State Foreign Exchange Reserves. The living standard of Chinese people has been rising remarkably. (TVET for sustainable development) (Roger Goodman, 2000).

TVET therefore, is the acquisition of useful skills and

relevant knowledge in order to be self reliant and add to the economic growth and development of the society. Raimi (2013) noted that UNESCO and the International Labour Organization unanimously defined TVET as: "A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" (p. 284). William D, (1969), also defined Vocational training as training for a specific trade or vocation. It focuses on practical applications of skills learned, and is generally concerned with practical or traditional academic skills. A large part of the education in vocational schools is hands-on training. Vocational training thus provides a link between education and the working class world. It is usually provided either at the high school level or in a

postsecondary trade school.

Questions we need to ask ourselves is why the need for TVET enhancement when there are different governments policies that backed it up like 6-3-3-4 system of education that was established in 1985 in order to foster the vocational and technical interest of Nigerian students, FRN (2004) revised education and recommends a transition ratio of 20% of the graduates of JSS to technical colleges, creation of about twenty (20) universities and eighteen (18) colleges of education offering technical education programmes, introduction of technical teachers training programme (TTTP) in some selected universities in 1992, etc.

However, there is a high need of TVET enhancement based on the scholars and researchers findings in the contemporary Nigeria about the effectiveness and efficiency of the programme in Nigeria and its inability to move us into the next level (i.e., being among the developed nations in the world). Among the findings of these researchers are:

Emmanuel (2009) ascertained shortage of qualified teachers, unavailability of inadequate infrastructure, societal perception, Nigerian educational policy, and low funding as some of the problems facing Technical education in Northern Nigeria and therefore recommended the review of national policy on education transition ratio ,making some technical subjects compulsory like Mathematics and English Language for secondary school students, etc.

Furthermore, Safyanu (2011) researched into the determinants of self employment among unemployed graduates in Gigawa state and found out that major causes of self employment among the unemployed graduates are unattractive salary, unemployment, self-reliance, possession of professional qualification, pride, etc. thus recommended establishment of more skills acquisition centres, vocational and technical education should be made compulsory, Higher Institution students in Nigeria should be made to gain knowledge of work, place, culture and appropriate values along with general education competency, etc.

Fredrick (2009) in a study of gender differences in educational and career aspirations of secondary school students in Ghana. The study revealed no significant relationships between gender and student's intention and desire to pursue further studies. He suggested school counsellors and teachers to thoroughly explore the students' innermost feelings in counselling the students for career choice.

Besides, Raimi and Akhuemonkhan (2013) in a study of, has TVET impacted on employability and national development. They discovered that TVET has very limited impact on employability and national development and that TVET's effectiveness and potency on employability and national development has been hindered by a number of environmental factors such as funding, expertise, synergy with industry and public perception of

TVET. Based on the findings, their study recommended that for TVET to stimulate employability and promote national development there is need for the policy makers to improve on the level of funding, perception, expertise, policy implementation and curriculum harmonization. In another study of Raimi (2013) Quality assurance was added to the factors that inhibit the effectiveness of TVET.

In the view of this, there is a very high demand for the enhancement of TVET in Nigeria in particular and other developing nations in general. The methods that these researchers want to use in this enhancement are the use of professional counselling. What is counselling and why is it the suggested instrument to use for the enhancement of TVET in Nigeria.

### **TVET and Counselling**

Osarenren (2011) defined counselling as a collaborative effort between the counsellor and client, and that it is a process through which a troubled but normal person is helped in a more satisfying manner by an uninvolved person who provides information and reactions which will help the individual develop behaviours in order to enable him/her deal effectively with self as well as others. Omoegun (2012) also defined counselling as a helping profession, a relationship of trust between the counsellor and the client. It is an applied psychology, a psychological process of helping people/individual, students or clients to cope with various life situations. American Counselling Association (1997) as quoted in Olusakin (2011) defines counselling as the application of mental health, psychological, or human development principles, through cognitive, affective, behavioural or systemic intervention strategies, that address wellness, personal growth, or career development, as well as pathology.

It can therefore be said that counselling is a professional support provided by a trained counsellor to client (individual or group) in order for the client to achieve self actualization and fulfill his/her goal(s) in life. It can be inferred that for a nation to achieve self actualization and fulfillment in terms of growth and development there is high need for counselling intervention and for the students, parents, teachers ,etc to do same there is need for counselling. This is while one of the counselling principles says everybody needs counselling; Omoegun (2012) further expatiates that everybody needs counselling; anybody who is unhappy; anybody who has needs that are not met or satisfied; anybody who lacks information; anybody who experiences failure and frustration; anybody who has cognitive error.

It is the practice of TVET in Nigeria that experiences failure, Nigerian policy makers and government are not happy about the state of TVET and the level of national

development and employability, the TVET teachers lack information, parents lack information about the prospects of TVET, students are in needs of a satisfying career...Hence counselling imperative and necessity comes in.

It is also counselling because it is the provision of the National policy on Education, 4th edition (2004), section 11,101 (j): "In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, career officers and counsellors shall be appointed in post-primary institutions..."This will make that counselling processes of teachers, students, parents, etc easier.

Moreover, one of the three major categories of counselling (educational, vocational and personal social) is vocational/career guidance and counselling. Super (1951) in Akinade, Sokan and Osarenren (2005) established that vocational counselling is the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to attest this concern against reality and convert it into reality, with satisfaction to himself and to benefit his society. Osarenren(2011) saw vocational counselling as the process whereby the counsellor help the student in school setting to strike balance between his/her ability, capability, potentials and eventual choice. Watt (2009) The definition of career guidance adopted in the OECD Career Guidance Policy Review was that it described „services intended to assist people, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers“ (OECD, 2004, p.19).

An important distinction will be drawn between three aspects of services that are always used interchangeably:

Career counselling is conducted on a one-to-one basis or in small groups, in which attention is focused on the distinctive career issues faced by individuals.

Career education, as part of the curriculum, in which attention is paid to helping groups of individuals to develop the competences for managing their career development.

Career information is provided in various format (increasingly, web-based), concerned with information on courses, occupations and career paths. This includes labour market information.

Vocational guidance can be said to be the assistance a counsellor gives for people before choosing the vocation/career while vocational counselling is the professional support rendered to a client that has lost his/her track in making the right choice of career/vocation. Watts (2009).

## METHODOLOGY

This work aimed at investigating the counselling roles

towards enhancement of Technical and Vocational Education Training (TVET) in Nigeria. Data were collected through a primary survey of a hundred and thirty-three (133) students of Tertiary Institutions in Lagos State. Analytical techniques involved descriptive statistics and Cronbach's Alpha Reliability Test.

Table 1 above shows that the Cronbach's Alpha value is 0.922; therefore, the reliability level is very high. This is divided into five sections; Section A for the Respondents' Demographic Characteristics, while Sections B to D were for the items of the questionnaire. It is however worthy of notice here that the questionnaire was designed in a five Likert Scale, which would be restructured under analysis as three. On one hand, Strongly Agreed (SA) and Agreed (A) were represented as Agreed, on the other hand, Strongly Disagreed (SD) and Disagreed (D) were represented as Disagreed, while Undecided remains same. These were achieved with the use of Statistical Package for Social Scientists (SPSS).

## Respondents' Demographic Characteristics

This section presents the respondents' demographic characteristics using frequency distribution tables.

Table 2 above shows the sex of the respondents. 51.9% of the respondents were male, while the remaining 48.1% were female. This implies that the majority of them were male.

Table 3 above shows the age distribution of the respondents. The majority (78.9%) of the respondents were within the age bracket 15-24 years, while the remaining 21.1% were within the age bracket 25-34 years.

Table 4 above shows the marital status of the respondents. 97.7% of the respondents were single, while the remaining 2.3% of them were married. This indicates that the majority of the respondents were singles.

Table 5 above reveals the institutions of the respondents. 63.9% of the respondents were university students, 17.3% of them were polytechnic students, while the remaining 18.8% of them were college of education students.

Table 6 above shows the respondents distribution by ethnic group. 81.2% of the respondents were Yoruba, 1.5% of them were Hausa, and 8.3% were Igbo, while the remaining 9.0% were from other tribes. This implies that the majority of the respondents were Yoruba.

Table 7 above reveals that 39.1% of the respondents offered technical education in secondary schools, while the majority (60.9%) of them did not offer technical education in secondary schools.

Table 8 above shows that the majority (60.2%) of the respondents did not offer any entrepreneur subject in secondary school, while the remaining 39.8% of them did.

**Table 1.** Reliability Statistics.

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
.922	.928	20

**Table 2.** Distribution of Respondents by Sex.

		<b>Frequency</b>	<b>Percent</b>
Valid	Male	69	51.9
	Female	64	48.1
<b>Total</b>		<b>133</b>	<b>100.0</b>

**Source:** Field Survey, 2014

**Table 3.** Distribution of Respondents by Age.

		<b>Frequency</b>	<b>Percent</b>
Valid	15-24 years	105	78.9
	25-34 years	28	21.1
<b>Total</b>		<b>133</b>	<b>100.0</b>

**Source:** Field Survey, 2014

**Table 4.** Distribution of Respondents by Marital Status.

		<b>Frequency</b>	<b>Percent</b>
Valid	Single	130	97.7
	Married	3	2.3
<b>Total</b>		<b>133</b>	<b>100.0</b>

**Source:** Field Survey, 2014

**Table 5.** Distribution of Respondents by Institution.

		<b>Frequency</b>	<b>Percent</b>
.Valid	University	85	63.9
	Polytechnic	23	17.3
	College of Education	25	18.8
<b>Total</b>		<b>133</b>	<b>100.0</b>

**Source:** Field Survey, 2014

**Table 6.** Distribution of Respondents by Ethnicity.

		<b>Frequency</b>	<b>Percent</b>
Valid	Yoruba	108	81.2
	Hausa	2	1.5
	Igbo	11	8.3
	Others	12	9.0
<b>Total</b>		<b>133</b>	<b>100.0</b>

**Source:** Field Survey, 2014

**Table 7.** Distribution of Respondents by Technical Education.

		Frequency	Percent
Valid	Yes	52	39.1
	No	81	60.9
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

**Table 8.** Distribution of Respondents by Entrepreneurial Subject.

		Frequency	Percent
Valid	Yes	53	39.8
	No	80	60.2
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

**Table 9.** Distribution of Respondents by Exposure to Handwork or Craftwork.

		Frequency	Percent
Valid	Yes	76	57.1
	No	57	42.9
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

**Table 10.** Distribution of Respondents by Job.

		Frequency	Percent
Valid	Yes	46	34.6
	No	87	65.4
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

**Table 11.** Distribution of Respondents by Job Correlation to Study.

		Frequency	Percent
Valid	Yes	50	37.6
	No	83	62.4
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

Table 9 above shows that the majority (57.1%) of the respondents were exposed to handwork or craftwork, while 42.9% of them were not.

Table 10 above shows that 34.6% of total respondents had a job, while the remaining 65.4% of them did not have any job. This implies that the majority of the

respondents did not have any job.

Table 11 above shows that the job of the majority (62.4%) of the respondents did not correlate with their course of study, while the job of the remaining 37.6% of them correlate with their course of study.

**Table 12.** Distribution of Respondents' Perception of TVET.

		Frequency	Percent
Valid	Disagree	3	2.3
	Neither Agree Nor Disagree	47	35.3
	Agree	83	62.4
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

**Table 13.** Distribution of Respondents' Perception on the Level of Awareness about Counselling Profession.

		Frequency	Percent
Valid	Disagree	4	3.0
	Neither Agree Nor Disagree	54	40.6
	Agree	75	56.4
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

**Table 14.** Distribution of Respondents' Perception on the Roles of Counselling in the Enhancement of Technical and Vocational Education Training in Nigeria.

		Frequency	Percent
Valid	Disagree	5	3.8
	Neither Agree Nor Disagree	14	10.5
	Agree	114	85.7
<b>Total</b>		<b>133</b>	<b>100.0</b>

Source: Field Survey, 2014

### Distribution of Respondents' Opinion by Questionnaire Items (Section B-D)

Table 12 above shows the Nigerian tertiary institution students' perception on Technical and Vocational Education Training (TVET). The majority (62.4%) of the total respondents believed in the relevance and objectives of the TVET, 36.3% of them were undecided, while the remaining 2.3% (the minority) disagreed with the relevance and objectives of TVET in schools.

Table 13 above shows the Nigerian tertiary institution students' perception on the level of awareness about counselling profession. The majority (56.4%) of the total respondents was aware of the counselling profession and believed in its efficacy in solving personal problems. More so, they at one time or the other visited a counselor, 40.6% of them were undecided, while the remaining 3.0% of them disagreed with this.

Table 14 above shows the respondents' perception on the roles of counselling in the enhancement of Technical and Vocational Education Training in Nigeria. 3.8% of the total respondents opined that the counselling profession does not play a significant role in the enhancement of

TVET in Nigeria, 10.5% of them were in different, and while the majority (85.7%) of them opined that the counselling profession plays a significant role in the enhancement of TVET in Nigeria.

### DISCUSSION

The finding that establishes the majority (60.9%) of the students of higher Institution of Learning in Lagos State did not offer technical education/entrepreneur subject in secondary schools; supports Emmanuel (2009)'s finding that ascertained shortage of qualified teachers, unavailability of inadequate infrastructure, societal perception, Nigerian educational policy, and low funding as some of the problems facing Technical education in Northern Nigeria and therefore recommended the review of national policy on education transition ratio, making some technical subjects compulsory like Mathematics and English Language for secondary school students, etc.

The result that shows (57.1%) of the respondents were exposed to handwork or craftwork and that 34.6%

of total respondents who are Students of higher Institution had a job, while the remaining 65.4% of them did not have any job; confirms Safyanu (2011)'s recommendations of the establishment of more skills acquisition centres, that vocational and technical education should be made compulsory, Higher Institution students in Nigeria should be made to gain knowledge of work, place, culture and appropriate values along with general education competency, etc.

The study that shows that the job of the majority (62.4%) of the respondents did not correlate with their course of study, while the job of the remaining 37.6% of them correlate with their course of study.

The research finding that reveals the Nigerian tertiary institution students' perception on Technical and Vocational Education Training (TVET) of (62.4%) respondents who believed in the relevance and objectives of the TVET in schools; solves the problem of students' perception as recommended by Raimi and Akhuemonkan (2013).

The majority (56.4%) of the total respondents was aware of the counselling profession and believed in its efficacy in solving personal problems. More so, they at one time or the other visited a counsellor. This buttresses Fredrick (2009)'s suggestion of the provision of school counsellors and teachers that will thoroughly explore the students' innermost feelings in counselling them for career choice.

The majority (56.4%) of the total respondents that were aware of the counselling profession and believed in its efficacy in solving personal problems justify the level to which the youth will patronize the counselling clinic when established.

The (85.7%) of the respondents that opined that the counselling profession plays a significant role in the enhancement of TVET in Nigeria; corroborates the report of the main finding of a study (Maastricht study, Leney et al., 2004) that established that information guidance, counselling as being imperatives for a European labour market. It also stated that they are highly in need of guidance to enable them to take informed decisions about career and learning opportunities and manage their career paths.

## CONCLUSION AND RECOMMENDATIONS

Government should execute its plan on TVET in secondary school in order to make TVET subjects functional and efficient in all schools.

School Counsellor should be employed more and attached to all schools in Nigeria to reduce maladaptive behaviours in school in general and enhance TVET in particular.

The government should back up the counselling profession with law to support the professional counsellors in the practice of their work and forbids the

unprofessional from venturing into it to make a livelihood without the requisite knowledge.

The Counselors should be given a continuous training in order to render expected professional services and give a practical professional counselling in enhancing TVET in Nigerian schools.

The practical counselling intervention should be employed by the counsellor in terms of using different theories and psychological tests in his/her counselling procedures.

Counsellors should collaborate with the government in terms of organizing seminars for teachers on the importance of TVET to nation building and exposing the teachers to different methods and techniques of effective teaching of TVET students with the available resources.

There should be a group counselling session for parents in different schools on their level of involvement in their wards' career on one hand and being watchful of their of their children to detect the children's interest of work and play thereby assisting them in developing it in the future. In addition to that, the parents also need to be enlightened against showing a negative attitude to TVET jobs.

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