ASSESSMENT OF CURRICULUM AND CONTENT DELIVERY AS THE MISSING LINK IN TVET AND THE WORLD OF WORK

YAKUBU MOHAMMED KIO & ALIYU ALHAJI USMAN
kioyakubu74@gmail.com & aliyualhajiusman826@gmail.com
Department of Business Education
Kwara State College of Education (Technical) Lafiagi
P.M.B. 001, Lafiagi, Kwara State

Abstract

The study assessed the curriculum and content delivery as the missing link in TVET and world of work Information Technology firm. There are varieties of conclusions and the current curriculum being used in TVET educational institutions are insufficient to equip the products of TVET for the demands in the labour market as there are missing links that needed to be filled up. Research question and hypotheses were formulated. The study adopts descriptive survey research design. The whole populations of 229 participants were adopted for the study and questionnaire was used in collecting data from 224 respondents; data were analyzedusing Univariate-ANOVA. Results indicated that the participants do not differ significantly in their assessment of curriculum and content delivery as the missing link in TVET and world of work.By extension researchers made an inference that the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firm was agreed. The study recommends among others that Curriculum for all levels of education should be planned in such a way that all students will be involved in TVET and TVET teachers should be well trained, constantly updated and properly networked to enhance better performance.

Keywords: Assessment, Curriculum, Technical, Vocational Education and Training.

Introduction

The socio-economic revolution of any nation depends mostly on efficient Technical and Vocational Education and Training (TVET) programme. TVET is a universal acceptable practical skills acquisition programme for economic development of a nation (UNESCO, 2011). The Federal Republic of Nigeria (FRN, 2013) 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". Therefore, TVET in Nigeria means that is a type of training which aim to specific person or group of persons in order to build up their manipulative and creative capability for the benefit of human race.

However, Technical and Vocational Education and Training (TVET) is the form of education that advocates development of the head (knowledge), training of the hand (dexterity) and enriching the heart (consciousness and painstaking). Africans have also found a way of practising result oriented education which was a need that arose from the colonial era. Education is a process of training designed to give knowledge, develop skills and abilities that could lead to the development of mental alertness and right attitude to life, education can only be adequate when it gives knowledge; develop skills and abilities that could lead to the development of mental alertness and the right attitude to life. Education is an agent of human development, social mobility and national transformation. It is a universal concept that differs from society to society (Okoye and Okwelle 2014).

The objective of TVET is therefore to solve problem of unemployment so as to produce competent human resources for social and economic development (Jane, Raymond, and Patrick, 2017). TVET was resolved based on the realisation of the fact that skills and attitude required for job performance in work place is not being achieved. TVET is a term coined to mean 'education planned to provide necessary skills and other formal/informal training needed during employment and entrepreneurial practices. Various terms and names had been used by various educationists, authors and researchers to describe what is now called TVET. Such names as Apprenticeship Training (AT), Technical and Vocational Education (TVE), Occupational Education (OE), Vocational Education and Training (VET), Professional andVocational Education (PVE), Career Technical Education (CTE), Workforce

Education(WE), Workplace Education (WE). These terms were used by specific graphical areasand at specific times in our tertiary institutions (Akinyele and Bolarinwa, 2018).

As a result of that Colleges, Polytechnics and Universities are tertiary institutions established to providestandardised minimum guide curriculum for Technical and Vocational Education andTraining (TVET). The mission is to promote the production of skilled/semi-skilled technicaland professional manpower, to revitalize, and sustain the national economy (Bolarinwa2015).UNESCO - UNEVOC outlined TVET Strategy for 2016 - 2021 with three key priorities areasnamely:fostering youth employment and entrepreneurship,promoting equity and gender equality, andfacilitating transition to bring economies and sustainable societies (UNESCO, 2016).

In line with UNESCO Strategy for TVET, skills training and development of Vocational andTechnical Education programmes of Nigerian Higher Institutions through their skillsacquisition programmes, offers a veritable root for fostering youth employment andentrepreneurial skills.TVET provides wide area of specialised work skills for our youths to engage in and functionoptimally in economic development of the nation. UNESCO (2012) reported that Nigerian TVET is faced with many challenges ranging from stakeholders and general public's view of the programme, poor infrastructure, finance and resources, inadequate resources especially human resources, inability to meet up with daily advancement of technology. Bolarinwa (2015) observed that emerging challenges now are more than ever before, Nigerian economy requires competent workforce with relevant psychomotor, cognitive and affective domains.

Statement of the Problem

Formal education has failed particularly in Nigeria. The need for a total review and overhauling of the curriculum at all levels of education and specifically the TVET where the focus is on producing technical capacities and tailor towards the need of the industry for national development. The 6-3-3-4 (6 years of Primary Education, 3 years of each of Junior and Senior Secondary Education and 4 years of Higher Education) system of education implemented in 1982 should have been a self-reliant policy, but in reality, it was not, because of the gap between the policy document and the implementation including; a dearth of qualified competent teachers, decay and lack of maintenance of infrastructure, lack of standardization and development of non-formal TVET, and a low level of funding for the programmes.

TVET, no doubt can serve as a bail out for unemployment and it can boost the economy of any nation if properly implemented and monitored (FRN 2013). This fact has been recognised and accepted in Nigeria by various governments with different policies, but the problem is how to make it work. Therefore, this study is to assess curriculum and content delivery as the missing link in TVET and world of work in Information Technology firm.

Research Question

The following research question guided the study:

To what extent are the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firm?

Research Hypotheses

In line with the specific purpose and research question the researchers tested the following null hypothesis at 0.05 level of significance.

Ho: There is no significant difference between the mean ratings of respondents on the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firm

Methodology

Descriptive survey design was adopted for this study. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The population for the study comprised of two and twenty nine (229) students of the Department of Business Education working in Information Technology firms in Kwara state as

developers were randomly selected in their various Information Technology firms in Kwara state to identify whether the skills and knowledge acquired were sufficient for their career take-off including their general perception on TVET programmes. The entire population was thus employed by the researchers and sample/sampling technique was not considered necessary. The instrument for data collection was a structured questionnaire tagged Curriculum and Content Delivery in TVET Questionnaire (CDTVETQ). The items were placed on modified 4 point rating scale: Strongly Agreed (SA) = 4, Agreed (A)= 3, Disagreed (D)= 2, Strongly Disagreed (SD) =1. The instrument was face validated by three experts from University of Ilorin in Department of Measurement and Evaluation and Kwara State University, Malete in Business Education Department and. The Cronbach's Alpha reliability test was used to determine the internal consistency of the instrument which yielded reliability co-efficient of 0.74. The researcher with the help of research assistants administered 229 copies of the Questionnaires to the participants. However, a total of 224 copies of the questionnaires were retrieved and found usable. Mean and Standard deviation were used to analyze the data collected to answer the research questions. Analysis of Variance-multilevel and factorialdesign(ANOVA) was used to test the hypotheses. The mean rating of 2.50 was used for decision regarding the research questions. This was calculated based on the 4 point rating interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed. For the Ho, if the observed p-value was less than the fixed p-value, the Ho was rejected. If otherwise, the Ho was not rejected.

Results and Discussion

Research Question: To what extent are the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firms?

Table 1: Mean Rating and Standard deviation of the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firms

S/N	Item Statements	Mean	SD	Remark
	TVET curriculum equipped me with everything needed for the world of work and become an economically active citizen as a former student of TVET	3.01	1.01	Agree
	Going through further skill acquisition training after using the present TVET curriculum for training is required for employment opportunities to complement what obtains in the fast-growing IT world.	3.00	1.02	Agree
	TVET programmes contribute to the skilled workforce of the country for national development	3.12	0.89	Agree
	A robust and new TVET curriculum that captures the industry Needs will be required to have TVET products employable without Further training	3.67	0.61	Agree
	The present TVET curriculum used in training entails what is required to handle specific jobs through the relevant knowledge and skills that enhanced employability.	3.45	0.79	Agree
	There is specific skills acquisition training that must be acquired to fit into the labour market demand and be relevant.	3.71	0.57	Agree
	Aggregate mean and standard deviation	**3.33**	**0.82**	**Agree**

Source: Field Survey, 2022

From table 1, it was revealed that all the respondents agreed in their responses to all constructs in the Table.

This agreement was very evident as all the mean scores are well above the fixed decision value of 2.50. The standard deviation ranged from 0.61 to 1.02 which indicated low variability in the respondents' responses. This implied that the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in IT firm.

Hypotheses

The null hypotheses were tested at 0.05 level of significant

Ho: There is no significant difference between participants' the mean ratings on the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firms

Table 2: Summary of Analysis of Variance of difference between participants' the mean ratings on the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firms

Mean	Sum of Square	Df	Mean Square	F	Sign.
Between Groups	.030	2	.030		
				0.192	.622
Within Groups	34.489	222	.155		
Total	34.519	224			

Source: Field Survey, 2022

The presented in Table 2 revealed that

To test the hypothesis, ANOVA (factorial design-2x3x3)was used to test the difference between participants' the mean ratings on the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firm. The F-test analysis as shown in Table 2 revealed that the calculated p-value of F(1,224)= 0.192 (p=.622) is higher than the significant level of five percent (0.05). Consequently, the nullhypothesis(Ho) of no significant difference between participants the mean ratings on the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firm was upheld and the converse (i.e.alternate hypothesis-H1) was rejected. That is the participants do not differ significantly in their assessment of curriculum and content delivery as the missing link in TVET and world of work. By extension we made an inference that the curriculum and content delivery as the missing link in TVET and world of work base on their perceptions and position in Information Technology firms was agreed.

Conclusion

TVET is a crucial platform for acquisition of skills and knowledge for employment and sustainable livelihood. It provides the needed employable knowledge, skills and attitude necessary for effective performance in workplace as employees, employers and entrepreneurs. It is a programme that has suffered a lot of misunderstanding, poor implementation and abuse. In fact the current curriculum being used in TVET educational institutions are insufficient to equip the products of TVET for the demands in the labour market as there are missing links that needed to be filled up. The curriculum needs revamping with contents enriched with practical that meets industrial needs. The National Board of Technical Education alongside professional bodies in different fields must take up this responsibility and ensure the review is done from time to time if the nation intends to have sustainable economic growth and development. Also, the government should put in place strategies that protect TVET products from being treated inferior to their tertiary institutions counterpart so that they can comfortably use the practical skill and training acquired to the advantage of the nation for speedy technological development.

Recommendations

Based on the findings the following recommendations were made for the study:

1. Curriculum for all levels of education should be planned in such a way that all students will be involved in TVET and TVET teachers should be well trained, constantly updated and properly networked to enhance better performance.

2. Government, stakeholders and the public needs to acknowledge and encourage locally produced items and ensure that all documents and documentations needed to make such products accessible, attractive and desirable to the consumers should be simplified.

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