

**CHALLENGES OF TEACHING AND LEARNING OF VOCATIONAL COURSES IN
FEDERAL COLLEGE OF EDUCATION PANKSHIN,
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By

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Abstract

The Research Paper Intends To Investigate The Challenges Facing The Teaching And Learning Of Vocational Courses In Colleges Of Education. In Contemporary Society Like Ours. It Is Mandatory To Examine These Challenges Because It Formed The Basis For The Growth And Development Of The Society At Large. In This Regard, The Methodology For The Study Was Trend And Content Analysis Approach. However, The Research Revealed That Inadequate Funding, Poor Curriculum, Lack Of Teaching Facilities, Lack Of Staff Training And Retention, Brain Drain, Absence Of Political Will, And So On Are Some Of The Challenges Affecting The Teaching And Learning Of Vocational Courses. As A Result, The Paper Recommends That There Should Be A Close Relationship Between Industrial Practices And Vocational Courses In Institutions As It Increases The Relevance Of Curricula And The Chances Of Quality Teaching, Increasing Graduates' Employability. Also, Adequate Resources Should Be Allocated To Teaching And Learning Vocational Courses In All Colleges Of Education As Inadequate Funds Affect The Provision Of Essentials Such As Well – Equipped Laboratories And Workshops, Relevant Textbooks And Training Manuals.

Keywords: Challenges, Colleges Of Education, Learning, Teaching, Vocational Courses.

Introduction

Rapid Developments In The Economy, Technology, And Culture Define The 21st Century. Men And Women Must Adapt And Re-adapt Throughout Their Lives As A Result Of These Changes In Order To Successfully Meet Life's Difficulties. The Entire Human Species Functions And Interacts With One Another As A Homogeneous Community Known As The Global Community In The Current Period Of Globalization. In Order To Meet The Needs Of The Twenty-first Century And The Competition It Will Bring, Globalization Calls On The Routine Acquisition Of Fundamentally Important And Current Information. Education Is The Only Procedure That May Be Used To Gain The Fundamental Knowledge. Any Country's Economic And Social Progress Depends Heavily On Education.

Education, According To Nzeneri (2012), Is The Process Of Encouraging In A Person Specific And Pertinent Changes In Behavior And Attitude. The Author Went On To Say That Education Is Any Planned Sequence Of Events With A Humanistic Foundation That Is Intended To Aid Participants In Their Knowledge And Learning. The Formal Educational System Can Facilitate The Educational Process For A Younger Individual Who Is Of School Age. Such Information Of Worldwide Importance Can Be Learned Through The Process Of Vocational Education For An Adult Member Of Society Who Most Likely Missed The Formal Education System.

Vocational Education And Training (vet), Commonly Referred To As Vocational Courses, Is One Of The Well-known And Reliable Processes Used To Prepare, Teach, Or Retrain People Throughout The World Who Are Excellent, Fluent In A Variety Of Languages, Information-literate, And Knowledgeable. In Order To Create A Workforce That Could Increase Productivity And Maintain Competitiveness In The Global Economy,. The Study Of Technologies And Related Sciences, The Acquisition Of Practical Skills, Attitudes, Understanding, And Knowledge Relating To Occupations In Various Sectors Of Economic And Social Life, General Education, And The Study Of Technologies And Related Sciences Are All Included In The Definition Of Vet Provided By Unesco And Ilo In Their 2002 Report.

Vocational Training Could So Prepare Human Resources For The Always Evolving Workplace. This Educational System Has Been Embraced And Promoted As The Answer To The Needs Of The Present And The Future Labour Market. Additionally, According To The United Nations Educational, Scientific, And Cultural Organization (unesco) (2019), Vocational Courses Could Be Strategically Positioned To Address Issues Like Poverty Alleviation, Slow Economic Growth And Low Productivity, Social Inequality, Instability, And Insecurity, The Threat Of Environmental Decadence, And A Lack Of Familiarity With Green Practices.

Understanding How The Workplace Is Developing Is Necessary For Determining The Aptitudes Of Vocational Programs. This Necessitates Creative Teaching Methods And Equipment Changes In Particular To Meet Changing Global Expectations. In The Words Of Kingomb (2012) Who Stated That Vocational Courses Are Designed To Improve Students' Competence, Employability, Flexibility, Career Mobility, And Overall Productivity. In Support Of The Above Statement, Bakar (2011) Claimed That Countries Have Generated Highly Trained People And High Levels Of Human Capital Development As A Result Of Vocational Education, Advancing Industrialization And Economic Progress.

There Were Commendable Acknowledgements Of The Proliferation Of Businesses In China, Where There Are Over 300 Entrepreneurial Parks Housing About 24,000 Businesses, Even Though The White House Office Of Trade And Manufacturing Policy (2018) Characterized The Developmental Path Taken By China As Economic Aggression. Similar To This, Xinyu (2019) Reported That Although 980 Million Yuan Were Spent On Providing Vocational Training To The Unemployed In 2018, The Unemployment Rate In China's Urban Districts Was 3.8%. Without A Doubt, Vet Contributes Positively To China's Labour Market.

Concept Of Vocational Courses

Vocational Courses Have Been At The Centre Of The African European Agenda For A Long Time, And As One Of The Three Policy Areas Looked At By The Lisbon Strategy For Creating Innovative Institutions That Promote Creativity, Innovation And Entrepreneurship, (european Commission, Ec 2008). The European Commission (ec, 2008) Defined Vocational Courses As Essential Skills Necessary For The Development Of Lifelong

Learning. To The Commission, Education And Training Are Ecessary For Future Innovation Practices. According To Okwelle And Okeke (2015), Technical And Vocational Education And Training (tvet) Is For Productive Purpose. Dike (2009) Posited That Technical And

Vocational Education And Training Has Been An Integral Part Of National Development Strategies In Many Societies Because Of Its Impact On Productive And Economic Development. It Is The Basic Key To The Growth And Automation Of Nations. Vocational Programmes And Courses Ranges From Business, Accounting, Marketing, Management, Welding And Fabrication, Mechanical/automobile Echnology, Electrical/electronic Technology, Woodwork, Building Technology, Home Economics, Agricultural Education, And Computer Education Among Others Are Essential For The Development Of The Economy. The Programme Serves As A Catalyst For Economic, Social And Political Changes Of A Nation Due To Its Uniqueness In Nature (uwaifo, 2010).

Vocational Courses Are Broad And Complex In Content As Such, Universities Attempts To Reform Their Vocational Curriculum Through Enhanced Course Content. This Is To Improve Course Alignment And Interdisciplinary Content Connections With Emphasis On Workplace-related Vocational Courses Have Been At The Centre Of The African European Agenda For A Long Time, And As One Of The Three Policy Areas Looked At By The Lisbon Strategy For Creating Innovative Institutions That Promote Creativity, Innovation And Entrepreneurship, (european Commission, Ec 2008). The European Commission (ec, 2008) Defined Vocational Courses As Essential Skills Necessary For The Development Of Lifelong Learning. To The Commission, Education And Training Are Necessary For Future Innovation Practices. According Tookwelle And Okeke (2015), Technical And Vocational Education And Training (tvvet) Is For Productive Purpose. Dike (2009) Posited That Technical And Vocational Education And Training Has Been An Integral Part Of National Development Strategies In Many Societies Because Of Its Impact On Productive And Economic Development. It Is The Basic Key To The Growth And Automation Of Nations. Vocational Programmesand Courses Ranges From Business, Accounting, Marketing, Management, Welding And Fabrication, Mechanical/automobile Technology, Electrical/electronic Technology, Woodwork, Building Technology, Home Economics, Agricultural Education, And Computer Education Among Others Are Essential For The Development Of The Economy. The Programme Serves As A Catalyst For Economic, Social And Political Changes Of A Nation Due To Its Uniqueness In Nature (uwaifo, 2010).

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Innovative And Creative Talent Can Only Be Fully Utilized If It Is Extensively Spread Throughout The Population Of Europe (ec, 2008a); Particularly In Times Of Economic Crisis, Skills Need To Be Strengthened In Order To Boost Employability And, As A Result, Economic Growth. The Foundation Of New Talents For New Jobs Is Comprised Of Transversal Skills Including Problem-solving, Self-management, And Analytical Abilities (victor 2008d). Therefore, In Order To Fulfill The Urgent Need For A Paradigm Shift, Political, Corporate, And Social Leaders Will Have To Make A Commitment To Building An Innovative Europe (aho, 2006). From The Pre-socialization Era To The Post-retirement Era, The Development Of New Fundamental Skills Has Been Deemed A Top Goal (jeffery, 2006).

Vocational Training Is Viewed By The European Commission (ec, 2008c) As A Crucial Component Of Lifelong Learning. All Spheres Of Human Activity Are Affected By Creativity, Which Can Be Fostered At All Educational Levels. In Turn, Creativity Inspires Inventive And Entrepreneurial Thinking. The European Commission (2008c) Asserts That While Education And Training Are Vital For Future Innovation, Innovation Is Also Required To Improve Education And Training. The Empowerment And Support Of Lecturers Is Viewed As A Major Enabling Component For Creative Institutions To Promote Creativity, Innovation, And Entrepreneurship In Order To Accomplish This. The Research Also Acknowledges Ict's Ability To Promote Transformation.

Vocational Courses Are Broad, Complex And Multi-faceted Concepts That Can Applied To Several Fields. Their Multi-disciplinary Accounts For A Variety Of Approaches And Conceptualization. As Wehner, Csikzentmihalyi And Magyari – Beck (1991) Pointed Out The Mass Of Research On Creativity Can Be Compared To The Elephant In The Fable In Which Blind Men Have To Touch It In Order To Describe It, And This Is What Vocational Courses Stands For. As Everyone Is Touching A Different Part They All Come To A Different Conclusion As To What It Is, And Fail To Recognize It As An Elephant. Indeed, One Of The Blocks In The Study Of Creativity Has Been The Tendency To Conceive One Of Its Aspects As The Whole, Offering A Narrow Vision Of The Phenomenon (sternberg &lubart, 1999).

Concept Of Teaching And Learning

Teaching Can Be Defined As Engagement With Learners To Enable Their Understanding And Application Of Knowledge, Concepts And Processes While Learning Is The Acquisition Of Knowledge Or Skills Through Study, Experience, Or Being Taught. The Two Concepts Can Be Seen As *A Process That Includes Many Variables* Toyin (2019). The Author Further Stated That These Variables Interact As Learners Work Toward Their Goals And Incorporate New Knowledge. The Modern Teaching Method Is A Learner-centred And Activity-based Teaching Method Which Is Used To Get Learners Fully Involved. This Approach Recognizes The Learner As The Primary Reason For Curriculum Planning And Teaching.

Methodology.

- (a) **Data Analysis:** The Method Of Data Analysis Adopted For This Research Paper Was The Trend And The Content Analysis Approach. The Study Was Carried Out To Assess The Challenges Of Teaching And Learning Vocational Courses In Colleges Of Education.
- (b) **Research Question:** What Are The challenges Of Teaching And Learning Of Vocational Courses In Colleges Of Education?

Historyon teaching And Learning Vocational Courses In Nigeria

In Nigeria, Education Has Been Acquired Through Experience Since Long Before The Arrival Of The Europeans. From Farming To Hunting, Traditional Medicine To Craft, Apprenticeship Was Based On Watch, Observation, And Do As I Do Is The System Of Learning Techniques And Skills Needed To Be A Master Craftsman In One's Field Of Vocation. The Indigenous African Tradition And Culture Are Solely Based On Skill Acquisition And Development. The Youths Learned About Their Culture, Social Interactions, And Work-related Survival Skills. Nevertheless, There Were Differences In The Types Of Jobs In Different Parts Of Nigeria. According To Mkpa (2014),

Traditional Education In The Majority Of Nigeria Trained People To Integrate Into Their Community By Teaching And Putting Into Practice Economic Skills For Self-sustenance And Role Adaptation Exceeding Expectations And Assisting In The Growth Of Their Society. The Community's Traditional Education Program Was Thorough In That It Offered Instruction In Intellectual, Social, Physical, Character, And Vocational Development.

Mkpa Noted That There Were Few Or No Instances Of Unemployment. Owolabi, 2003 Came To The Conclusion That Technical And Vocational Training Was A Key Component Of

Traditional Education Among Nigeria's Major Ethnic Groups. Farming, Fishing, Weaving, Carving, Handicraft, Knitting, Leather Work, Iron And Gold Smiting, Trading, And Other Professions All Offer Technical And Vocational Training Options. The Apprenticeship Approach Was Utilized To Train Young People In A Variety Of Household Jobs.

In Support Of The Aforementioned Claim;

The Core Components Of Vocational Education Were The Traditional Professions Of Priests, Medicine, Law, The Military, Administration, And Other Professional Fields With Established Training Processes. Western Education Was First Introduced To Nigeria With The Entrance Of The Missionaries In The Early 1840s. Education Was Not Promoted By The British Colonial Administration. Christian Missionaries Built And Managed The Schools. Instead Of Expanding The System, The Government's Objective Was To Provide Grants To Mission Schools. The Goal Of Educating The Young Was Given Fresh Significance By Western Education, According To Owolabi (2003).

Additionally, He Said That The Type Of Training Provided By Missionary Schools Resulted In The Production Of Clerks For Government Agencies And Trading Firms, Interpreters For The Missionaries, Student Teachers For New School Systems, And Letter Writers For The Communities.

The Missionary Schools' Innovative Approach To Youth Instruction Caught The Illiterate Locals' Attention. Gradually, As School Provided Young People With New Career Choices, Interest In Education Increased. Reading And Writing Skills Were Important To Missionaries, The Colonial Government, And The Indigenous Populace. The Indigenous People Were Psychologically Manipulated To Devalue Their Traditional Schooling. Western Education Has Rendered Traditional Education Obsolete. In Nigeria Today, This Has Had A Negative Impact On Education, Particularly Tvet.

Government Agencies That Were Experiencing Staffing Issues Around The Turn Of The 20th Century Recognised The Importance Of Tvet And The Need For Technically Skilled Nigerians To Operate And Handle Machinery For The Imperial Economy.

The Colonial Government Was Compelled To Change Its Perspective. As A Result, Various Government Institutions And Departments (such As The Department Of Agriculture, Government Survey School, Marine Department, Posts And Telegraphs Department, And Nigerian Railways Corporation) Started Offering Technical And Vocational Training.

Additionally, Sending Certain Nigerian Students To England For Training Bolstered Its Educational Support Strategy For Its Colonies. From 1861 Through 1950, British Foreign Policy And Educational Reforms Were Influenced By This. According To The Phelps-stokes Study From 1922, Education Should Be Tailored To Meet Local Demands, Such As Recommending Agricultural Instruction For Metropolitan Regions. In Order To Train Vocational Assistants In Medical, Engineering, And Agriculture, Yaba Higher College Was Founded In 1932 As Per The Suggestion Of E.j. Hussey, The First Director Of Education In Nigeria.

The Yaba Higher College Should Be Converted Into A Technical Institute, And Kaduna And Enugu Should Also Construct Similar Technical Institutes, According To The Elliot Panel, Which Was Founded In 1943.

Although The 1959-established Ashby Commission Acknowledged That Literary Education Was Highly Valued In Nigerian Schools, Its Recommendations Did Not Support Tvet And Led To The Closure Of The Three Colleges Of Arts, Science, And Technology In Zaria, Ibadan, And Enugu. Obafemi Awolowo University Ife (formerly University Of Ife), Ahmadu Bello University Zaira, And University Of Nigeria Nsukka, Respectively, Took Over These Colleges.

However, During The Colonial Era, Vocational Education Was Created To Prepare Students For Responsible Positions In Various Government Ministries And To Build The Economy (obioma, 2010).

Additionally, Individuals Accepted Into The Vocational And Technical Training Were From Disadvantaged Backgrounds And Had Lower Academic Credentials. Thus, Tvet Was Viewed As A Form Of Education For Individuals Who Were Less Fortunate And Who Struggled Academically. Additionally, Missionaries Found It Challenging To Enter This Field Due Of The High Financial And Material Commitment Required For Tvet, Which Had A Detrimental Impact On The Advancement Of Vet.

Importance Of Teaching And Learning Vocational Courses At College Level

The Importance Of Studying And Teaching Vocational Courses In Institutes Of Education Cannot Be Overstated. According To Dike (2005), Vocational Education And Training "prepares Learners For Careers Based In Manual Or Practical Activities, Traditionally Non-academic And Completely Related To A Particular Trade, Occupation, Or Vocation." In Other Words, It Is "education Geared At Fostering Career-related Abilities. The Ability To "live, Learn, And Work As A Productive Citizen In A Global Society" (chaedar, 2002).

Additionally, The Objectives Of Technical And Vocational Education Are To Provide A Skilled Workforce In The Fields Of Applied Science And Technology, Business, Technical Knowledge, And Professional Skills, Needed For Agricultural, Commercial, And Economic Development, As Stated In The National Education Policy (2014).

Also, Students And Youths Could Obtain Marketable Skills Through Technical/vocational Education To Make Them More Employable. It Transforms A Person Into A Resource For Both Themselves And The Country While Also Preventing Them From Being A Burden On Society.

Results

From The Forgoing Explanation, Research That Was Conducted By Awoleye (2021) On The Challenges Confronting Colleges Of Education. The Respondents Were Asked Whetherstaff Training And Retention, Staff Situation And Brain Drain Affect The Effective Teaching And Learning Of Vocational And Technical Education Courses In Nigerian Colleges Of Education?

Table 1.1: Shows The Mean And Standard Deviation Of The Respondents On Staff Training And Retention, Staff Situation And Brain Drain As They Affect The Effective Teaching And Learning Of Vocational Courses In Nigerian Colleges Of Education.

S/N	ITEM STATEMENTS	MEAN	STANDARD DEVIATION	Remark
1.	Lack of professional and experienced Lecturers.	3.11	0.813	Agree
2.	Lecturers are provided with enough allowances.	2.63	0.953	Disagree
3.	Lecturers are well motivated.	2.64	1.009	Disagree
4.	Poor demonstration employed by Vocational and Technical Education technologists.	3.04	0.923	Agree
5.	There is cordial relationship between Lecturers and students.	2.98	0.963	Agree
6.	Poor retraining scheme for Vocational and Technical Education Lecturers.	3.18	0.610	Agree
7.	Lecturers' nonchalant attitude to upgrade their skills.	2.97	0.893	Agree
8.	Experts in academics moved to the industry where they get better pay for their services.	3.48	0.604	Agree
9.	Teaching methods used by Lecturers' support skill learning.	3.27	0.700	Agree
10.	Trade Lecturers are busy with other duties in the college	3.17	0.675	Agree

Adopted Awoleye (2021)

From The Table, The Respondents Agreed That Lack Of Professional And Experienced Lecturers Affect The Teaching And Learning Of Vocational Courses In Nigerian Colleges Of Education, Demonstration Employed By Vocational And Technical Education Technologists Are Poor, That There Is Cordial Relationship Between Lecturers And Students. Hence It Doesn't Affect The Effective Teaching And Learning Vocational Courses. Retraining Scheme For Vocational And Technical Education, Lecturers Are Very Poor, That Lecturers' Nonchalant Attitude To Upgrade Their Skills Affect The Effective Teaching And Learning, That Experts In Academics Moved To The Industry Where They Get Better Pay For Their Services.

The Respondents Disagreed That Lecturers Are Provided With Enough Allowances, Lecturers Are Well Motivated.

The Analysis On Table 1 Reveals That Staff Training And Retention, Staff Situation And Brain Drain Affect The Effective Teaching And Learning Of Vocational Courses In Nigerian Colleges Of Education.

In Addition To The Above Question. The Respondents Were Asked About The Challenges Of Funding And Facilities As It Affects Teaching And Learning Of Vocational Courses In Nigerian Colleges Of Education In The Work Of Awoleye (2021).

Table 2. 2: Shows The Mean And Standard Deviation Of Respondents On Funding And Facilities As They Affect The Effective Teaching And Learning Of Vocational Courses In Nigerian Colleges Of Education.

S/N	ITEM STATEMENTS	MEAN	STANDARD DEVIATION	REMARK
1.	Poor provision of consumable materials such as wood, nails, wires, rods, and glues for students practical.	3.45	0.566	Agree
2.	Poor provision of infrastructural facilities such as recreational facilities.	3.32	0.762	Agree
3.	Location of the University environment is conducive for both teaching and learning to take place.	2.64	1.145	Agree
4.	Inadequate equipped workshops and laboratories.	3.28	0.704	Agree
5.	Poor provision of instructional materials such as textbooks.	3.34	0.650	Agree
6.	The classrooms and workshops are conducive for instruction.	2.49	1.114	Disagree
7.	Workshops are usually opened for students' use at least four days in a week.	2.40	1.140	Disagree
8.	Tools and equipment for practical lessons are adequate.	2.20	1.104	Disagree
9.	Workshops for various trades are available for practical lessons.	2.31	1.128	Agree
10.	School Library adequately supports practical lessons.	2.22	1.068	Disagree
11.	Department has qualified technologists for practical lessons.	2.20	1.124	Disagree
12.	Adequate workshop attendants who assist in practical lessons.	2.33	1.049	Disagree

Adopted Awoleye (2021)

From The Table, Respondents Agreed That Provision Of Consumable Materials Such As Wood, Nails, Wires, Rods, And Glues For Student's Practical Are Poor, Provision Of

Infrastructural Facilities Such As Recreational Facilities Is Poor, That Equipped Workshops And Laboratories Are Inadequate, That Provision Of Instructional Materials Such As Textbooks Are Poor.

The Respondents Disagreed That Department Has Qualified Technologists For Practical Lessons, That Workshops Are Usually Opened For Students' Use For At Least Four Days In A Week, That Tools And Equipment For Practical Lessons Are Adequate, That School Library Adequately Supports Practical Lessons, That Department Has Qualified Technologists For Practical Lessons, That Workshop Attendants Who Assist In Practical Lessons Are Adequate

Discussion

In This Regard, There Are Plethora Of Challenges Confronting Teaching And Learning Of Vocational Courses. This Is Because It Is Impacted By A Number Of Circumstances, Vocational Training Cannot Significantly Reduce Extreme Poverty, Hunger, Or Unemployment (eze, 2013). The Excellent Intentions Of Successive Nigerian Administrations Regarding Tve Programs, According To Oranu (2004), Are Nonetheless Complicated By A Number Of Circumstances, Including;

Lack Of Funding For Courses: There Is No Doubt That Vocational Technical Education Has Had A Significant Impact On Nigeria, Particularly With Regard To The Graduates Of The Training Program Who Are Making Their Fair Share Of Contributions To The Country's Economic Development And Growth Through A Variety Of Industrial Establishments (odu, 2013). Because There Isn't Enough Money To Establish And Operate Workshops, Laboratories, Or Even Buy New Equipment, Vocational Institutions Are Forced To Produce Graduates Who Are Only Halfway Competent (aghenta, 1985).

Due To Low Finance, Vocational Technical Education Often Has Inadequate Staffing. It's Possible That Qualified Teachers Won't Get Hired. Due To The Low Pay, Those Who Are Employed Leave The Teaching Profession Quickly In Favor Of Other, More Profitable Careers, Particularly Those Abroad And In The Private Sector. As A Result, Less Educated And Inexperienced Technical Teachers Are Hired, Decreasing Academic Standards And Hindering The Attainment Of Technical Education Objectives (agbionu, 2003). Vocational Technical Institutions' Inadequate Funding Has Frequently Led To Significant Issues With The Payment Of Employee Salaries. Additionally, It Has Led To The Early Retirement Or Retrenchment Of Teachers. Additionally, Momoh (2012) And Mohammed (2001) Noted That The Lack Of Government Support For Technical Education And Inadequate Funding Has Weakened Technical Education In Nigeria. A Direct Consequence Of This Is That While The Number Of Technical Education Institution Is Dwindling That Of General Education Is Growing In Bounds (momoh, 2012).

Inadequate Facilities:

The Majority Of Technical Education Programs In Nigerian Colleges, In Particular Fce Pankshin, Lack Laboratories And Workshop Space, Let Alone Functional Tools. In The Rare Cases Where These Facilities Do Exist, They Are Woefully Insufficient Because They Only Have Tools Or Equipment That Were Given When The Programs Were First Established, And The Majority Of These Are Now Outdated Or Grounded (ojimba, 2012).

The Majority Of Technical Education Departments Still Rely On Lectures And Engineering Workshops To Teach Technical Education Principles In The Twenty-first Century, Which Is Both Regrettable And Surprising. The Facilities And Programs Now Offered Are Deficient Both Quantitatively And Qualitatively, And They Are Also Outdated. Only 40% Of Nigeria's Higher Education Institutions, According To Oryemoriga's 2005 Analysis, Have Lab Or Workshop Space.

Due To The Lack Of Laboratory And Workshop Space In The Remaining 60%, Our Higher Education Institutions' Technology Programs Are Of Poor Quality. The Scholar Noted That There Is A Severe Lack Of Lab Supplies And Equipment In The Few Schools That Have Them.

The Scenario Has Made It Very Challenging To Conduct Experiments For Students Efficiently, According To The Conclusion. Due To The Difficulty In Conducting Scientific And Technological Research And Instruction, Nigeria Was Producing A Lack Of Graduates With The Technical Education Needed To Propel The Nation's Socioeconomic And Technological Progress. As Very Significant Undertakings In The Nation, Notably In The Construction Industry, Are Now Managed By Technicians, The Poor Performance Of Technical Education Graduates Is No Longer News.

Other Challenges Include; Staff Training And Retention, Brain Drain, Curriculum Of Technical Education, Lack Of Political Will, Nigerian Value System And Son.

Prospect Of Teaching And Learning Vocational Courses In Nigerian Colleges Of Education

The Idea That Technical And Vocational Education Is The Catalyst For Economic Progress Cannot Be Overstated. Without An Army, No Country Can Fight A War. In The Same Spirit, Nigeria Cannot Progress Without Technical And Vocational Institutions That Are Well-equipped. It Is A Crucial Piece Of Nigeria's Development Strategy.

Because Of This, The Country Needs To Make Significant Investments In Education, Paying Close Attention To Vocational And Technical Education. The National Board For Technical Education (nbte) And Educators In This Field Should Lead The Effort To Increase Funding For Vocational Education And Improve The Perception Of It In Society (ojimba, 2013).

Nigeria Ought To Now Start Putting Policies Into Place That Would Reposition Technical Education For Efficient Competition In The Burgeoning Global Economy. The United Nations Educational, Scientific, And Cultural Organization (unesco) Has Stated That One Method To Increase The Economic Options For Young People Is To Revitalize This Industry.

By Establishing Operational Vocational Training Facilities In The Local Government Areas Where Residents May Use Them And Pick Up Some Job-related Skills, The Nigeria Labour Congress (nlc) And The Affiliated Unions Might Also Provide Their Support In This Area. Improving Employee Skill Levels, Which Would Enhance Production And Lead To Greater Compensation (salaries, Allowances, And Other Benefits). In Their Admirable Program For Economic Growth And Development Initiatives That Is Intended To Reduce Poverty And Create Jobs, The Federal Government's National Social Investment Program Must Incorporate Vocational Education And Employment Training. Lip Service From Nigerians In This Area Won't Solve The Problem.

The 1991 World Bank Policy Stressed On The Development Of A Skilled Labour Force As An Important Factor For The Development Of Any Nation. Involving The Private Sector, Employers Of Labour And Training Institutions Can Be The Most Effective And Efficient Way To Develop The Skills Of The Work Force.

Conclusion

There Is No Agreement On The Minimal Educational Requirements For Beginning Instructors In College Vocational Programs, With Broad Topics Having Fewer Prerequisites Than School Teachers. The Quality Of Teaching And Learning Is Harmed By The Trend To Base Qualifications At A Low Level, Which Draws Industry Professionals Without Pedagogical Expertise. Cooperation Between Teachers With Varied Teaching Philosophies, Professional Experience, And Skill Development Are Key Components Of High-quality Vocational Education. Quality Teaching And Learning Are Hampered When One Is Legitimized At The Expense Of The Other. The Relevance Of Curricula And The Likelihood Of Quality Instruction Are Increased With A Stronger Connection Between Industry Practices And The Institutions Offering Vocational Training, Boosting Graduates' Employability. Effective Leadership Is Essential For Academic Success Because It Fosters An Environment Where Learning Never Stops And Excellence Is Rewarded.

Recommendations

1. Adequate Resources Should Be Allocated To Technical And Vocational Education In All Colleges Of Education. Inadequate Funds Affect The Provision Of Essentials Such As Well – Equipped Laboratories And Workshops, Relevant Textbooks And Training Manuals.
- 2.v Vocational And Technical Education Requires Skilled And Proficient Teachers. Teachers' Preparation Should Be Given A Priority Attention. There Is The Need For Regular In – Service Training For Teachers Of Technology To Upgrade Their Skills. Periodical Industrial Training For Teacher Is A Sine-qua-non In Order To Keep Them Abreast With The Technological Changes In The Industry.
3. There Is The Need For Our Technical Institutions To Establish Good Relationship And Linkages With Similar Institutions Abroad As This Will Promote Cross – Fertilization Of Ideas And Enhance Technology Transfer. By Doing This The Technical Institutions Will Have Access To New Developments, Exchange Programmes And Other Numerous Benefits Available At Those Institutions Whose Technical Programmes Are Well Developed.
4. The Curriculum Taught In Our Colleges Of Educations Should Be Reviewed To Meet The Demands Of The Labour Market.
5. There Is Need To Start The Teaching Of Industry-based Increase Employment Opportunities For Graduates Of Vocational Courses. It Will Also Provide Ample Opportunities For Unemployment

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