Chapter 71
Needs Satisfaction of Stakeholders and Socio-Economic Factors as Indicators of Curriculum Reforms in Technical Vocational Education and Training in Nigeria

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ABSTRACT

This chapter examines needs satisfaction of stakeholders and some socio-economic factor justification for curriculum reforms in Technical and Vocational Education and Training (TVET). The study used random samples of 134 technical teachers and 286 ST3 students from the population of 136 teachers and 1002 ST3 students in all 6 Public Technical Colleges in Kogi State. A researcher-developed instrument called needs satisfaction of stakeholders: a case for TVET curriculum reform with a KR-21 reliability index of .73 was used to collect the data. Two null hypotheses were tested at .05 alpha levels using the t-test statistics. Results showed that respondents were unanimous in their responses that the stakeholders' (students, employers, and the public) needs were not satisfied with the TVET curriculum.

INTRODUCTION

Technical and Vocational education and training (TVET) is back on the development agenda of many African countries after years of neglect, instigated by a complex set of reasons that included budgetary constraints and criticisms of the World Bank in the early 90s on its direction and focus. However, since the beginning of the new millennium, a fresh awareness of the critical role that TVET can play in economic growth and national development has dawned among policy makers in many African countries and within the international donor community. The study intends

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to assess the extent to which the TVET Curriculum satisfies the needs of the stake-holders students, employers and public, the objectives are to assess the extent to which the TVET Curriculum satisfies the needs of students or employment, job creation and admission for further studies satisfies the needs of employers/attract public private partnerships

BACKGROUND

Okoro (2006) defined technical vocational education and training as any form of education whose primary purpose is to prepare a person for employment in a recognize occupation. According to Bloom, Canning and Chan (2006) the increasing importance that African governments now attach to TVET is reflected in the various Poverty Reduction Strategy Papers that governments have developed in collaboration with the World Bank. In its poverty reduction strategy documents, one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. Hamza (2006) opined that skill training enhances productivity and sustains competitiveness in the global economy. Hamza further stated that many countries are renewing their efforts to promote TVET this is because a skilled workforce is a basic requirement for driving the engine of industrial and economic growth, and TVET holds the key to building this type of technical and entrepreneurial workforce (Afeti, 2009) .TVET delivery system is therefore well placed to train the skilled and entrepreneurial workforce that African needs to create wealth and emerge out of poverty. The importance of Technical Vocational education and training (TVET) as education concerned with the preparation of skilled manpower cannot be over-emphasized, it is education intended to provide the recipients with technical knowledge, vocational skills and attitude necessary for the solution of problems in agriculture, industry, -commence and economic development through the application of science, technology and commerce at sub-professional level (FRN 2004). Technical and vocational education and training (TVET) is education for work, self-reliance and job creation. The developed countries of America and Europe take issues of Technical and Vocational education and training (TVET) more seriously by instituting some policies aimed at reforming the TVET curriculum.

NEEDS SATISFACTION OF STAKE-HOLDERS' TOWARDS CURRICULUM REFORMS IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING.

The United Nations Educational and Scientific Cooperation through its International Project on. Technical and Vocational Education and Training (UNEVOC, 1993) strongly advocates close cooperation between technical vocational education and training (TVET) institutions and the world of work. In fact, UNESCO (1997) presented studies on cooperation between technical and vocational education institutions and the world of work in Hungary, Romania, the Russian Federation and Sweden.

TVET is poorly planned and haphazardly administered. It is starved of funds and facilities. Instructional facilities are not functional; they are obsolete, defective, and inadequate and in some case none existent in Technical Colleges according to Isaac and James (2008). The result is a programme with poor/inadequate input variables which inevitably translates to output/products which are ill-prepared. Consequently, the graduates of the programme cannot have employment, cannot establish their personal businesses and hardly 'can go for further studies. There is need therefore to assess the extent to which the TVET Curriculum satisfies the needs of the stake-holders