



Global Advanced Research Journal of Educational Research and Review (ISSN: 2315-5132) Vol. 3(5) pp. 098-101, August, 2014
Available online <http://garj.org/garjerr/index.htm>
Copyright © 2014 Global Advanced Research Journals

Review

Challenges of implementing technical and vocational education and training curriculum in Nigerian Universities

Igberadja Serumu

Department of Technical and Business Education, Delta State University, PMB 1, Abraka-Nigeria.

Email: zerumuhjack@yahoo.co.uk

Phone: +23470623644

Accepted 11 August, 2014

This paper intends to discuss curriculum with special reference to its meaning, types, elements, implementation, factors that influence Technical and Vocational Education and Training (TVET) curriculum, and the challenges of implementing TVET curriculum in Nigerian Universities. Some of the challenges include; inadequate funding and inadequate human and material resources. However, this paper recommended that government, non-governmental organisation, international organisation and stakeholders should work collectively to address the challenges of implementation of TVET curriculum in Nigerian universities and also to address the general problems of education.

Keywords: TVET, curriculum, implementation and challenges

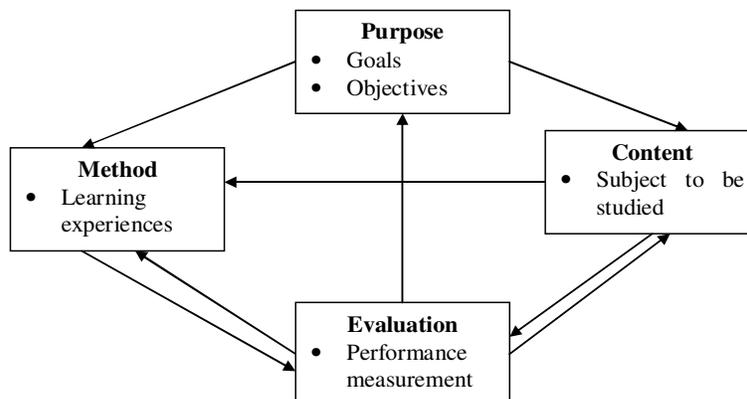
INTRODUCTION

Technical and Vocational Education and Training (TVET) is that aspect of education that exposes the learner to acquisition of demonstrable skills that could be transformed into economic benefits (Akerlele, 2007). However, United Nation Educational Scientific and Cultural Organisation (UNESCO, 2002), sees TVET as a comprehensive term which encompasses the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life. The implementation of TVET curriculum has not been yielding the expected outcome and results. This is due to the fact that the aims and objectives of TVET as enshrined in the National Policy on Education (NPE) has not been met. However, this could be explained by the persistent petition by the labour market, that Nigerian university graduates (TVET graduate inclusive) do not possess employable skills which could be traced to the implementation of educational curriculum TVET

curriculum inclusive. Thus, this paper intends to examine critically the challenges of implementing of TVET curriculum in Nigerian universities and the way-forward.

Meaning of Curriculum

There is no universally accepted or precise definition of the term curriculum. The term has been with several meanings and a number of different definitions of its have been proposed (Ughamadu, 2006). Consequently, in spite of the problem of defining curriculum, it must be emphasized that curriculum experts and educators have reached some understanding as to what constitutes the term curriculum. According to Smith, Stanley and Shores (1957) in Ughamadu (2006), if an observer looks at the curriculum of the school in any given society, he or she will find, either stated or implied a set of educational goals and objectives, a body of subject matter, a list of



Diagrammatic Representation of the Elements of the Curriculum

Source Gatewa (1990:11) in (COL, 2000:12)

Curriculum Theory, Design and Assessment. Module 13, the Commonwealth of Learning.

Retrieved 10th September, 2012 from <http://.google.com.ng>

exercise or activities to be performed (learning experiences) and a way of determining whether or not the objectives have been achieved by the learners' (evaluation). However, the term curriculum is defined as all experiences children (students) have under the guidance of teachers (Caswell & Campbell, 1935) in (Ughamadu, 2006).

In addition, Doll (1978) in Akinseinde (2004), defined the curriculum of a school as the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school. Wojtczak (2002) in Arowolo (2010) posited that curriculum is an educational plan that spells out which goals and objectives should to be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation. Also, Tanner and Tanner (1995:158) in Commonwealth of Learning (C.O.L., 2000), defined curriculum as a plan or program of all experiences under the direction of a school. In same vein, Gatawa (1990:8) in (COL, 2000), opined that curriculum is the totality of the experiences of children for which schools are responsible.

According to COL (2000), from the various definitions of curriculum, it is possible to state that a curriculum has the following characteristics;

- i. It has content
- ii. It is planned
- iii. It is a series of courses to be taken by students
- iv. A curriculum considers the learners and their interaction with each other, the teacher and the materials.
- v. It comprises the experiences of children (students) for which the school is responsible.
- vi. The output and outcomes of a curriculum are evaluated.

Bringing all the above points together, the curriculum is viewed as a composite while including the learner, the teacher, teaching and learning methodologies,

anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution (COL, 2000).

Element of Curriculum

The curriculum has four elements that are in constant interaction; these include;

- i. Purpose (goals and objectives): The purpose of a curriculum is based on the social aspiration of society, outlines the goals and aims of the programme, and is expressed as goals and objectives. However, there are three categories of goals and objectives, these include;
 - a. cognitive which refers to intellectual tasks,
 - b. Psychomotor which refers to muscular skills, and
 - c. Affective which refers to feeling and emotions.
- ii. Content or subject matter: The content of the curriculum is divided into bodies of knowledge, for example Mathematics, English and Science; outlines the desired attitudes and values; includes cherished skills; is determined by prevailing theories of knowledge; and caters to ideological, vocational and technical considerations.
- iii. Methods or Learning Experiences: The methods outlined in a curriculum deal with teaching and learning experiences, and involve organizational strategies.
- iv. Evaluation: This is used to; select appropriate content based on the aims and objectives of the curriculum select appropriate methods to address the content and purpose; check the effectiveness of methods and learning experiences used; check on the suitability and the appropriateness of the curriculum in answering social needs; give feedback to the curriculum planners, learners, teachers, industry and society; and provide a rationale for making changes.

Types of Curriculum

There are various types of curriculum. These include;

i. **Formal Curriculum:** This is what is laid down as the syllabus or that which is to be learnt by students. It is the officially selected body of knowledge which government, through the Ministry of Education or anybody offering education, wants students to learn (COL, 2000). Also, Ughamadu (2006), sees formal curriculum as all the activities for which the school timetable allocates specific periods of teaching time or activities included in the programme of work to be covered in normal school schedule hours.

ii. **Information curriculum:** This refers to the informal activities that go on, usually on a voluntary basis at break periods, meal times, at the end of school hours, weekends or even holidays (Ughamadu, 2006). Activities here include sports, clubs, fieldtrips, etc. Moreso, Urevbu (1985) in (COL, 2000), sees information curriculum as the curriculum in use. Teachers or instructors may not adhere to the presented formal curriculum but can include other aspects of knowledge derived from other sources. This additional material is called the information curriculum.

iii. **Official curriculum:** This can be referred to as all the experiences planned for learners. It relates to intention and hence can be viewed as intended or planned curriculum. It is what curriculum expert or educators expect to happen (Ughamadu, 2006)

iv. **Actual Curriculum:** This refers to both written and unwritten syllabuses from which students encounter learning experiences (Tanner & Tanner, 1975) in (C.O.L., 2000). Learning experiences can be selected from other sources rather than the prescribed, official and formal syllabuses. The actual curriculum is the total sum of what students learn and teachers teach from both formal and information curricula (C.O.L., 2000).

v. **Hidden curriculum:** This refers to those things which pupils (students) learn at school because of the way in which the work of the school is planned and organized but which are not in themselves overtly included in the planning or even the consciousness of those responsible for the school managements. Social roles, sex roles and attitudes to different aspects of living are learnt by pupils (students) in this way (Ughamadu, 2006).

Curriculum Implementation

This entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner acquire knowledge or experience. It is important to note that curriculum implementation cannot take place without the learner (COL, 2000). However, the learner is therefore, the

central figure in the curriculum implementation process. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner function effectively in a society.

Factors that Influence TVET Curriculum Implementation in Nigerian University

Various factors influence TVET curriculum implementation. Some of which include;

- i. TVET Lecturers/Teachers
- ii. TVET Students
- iii. TVET Teaching Resources
- iv. TVET Institutions' Infrastructural Facilities.
- v. Culture and Ideology
- vi. TVET Institution/School Environment
- vii. Parents of TVET students
- viii. Availability of Funds
- ix. The state of the Nation's Economy

Challenges of Implementing TVET Curriculum in Nigerian Universities

The challenges of implementing TVET curriculum in Nigerian universities are synonymous with the problems of TVET in Nigeria and also that of general education in Nigeria. Egwu (2009), posited that some of the major challenges of the Nigerian university system includes;

- i. Inadequate and obsolete infrastructure and equipment, for example poor equipped TVET workshop and libraries, dilapidated classroom blocks.
- ii. Inadequate capacity in the institutions for internal/peer quality assessment.
- iii. Weak support structure for students Industrial Work Experience Scheme (SIWES)
- iv. Brain drain, human capital flight
- v. High incidence of cultism, examination malpractice and social and academic vices.
- vi. Unstable academic calendar
- vii. Staff shortages across board
- viii. Unattractive conditions of service for teachers
- ix. Inadequate funding of tertiary institutions.
- x. Inadequate collaboration between tertiary institutions and organized private sector.

However, Udoka (2010), opined that the major challenge is funding. In same vein, Yusuf and Soyemi (2012), posited that inadequate financing is one of the problems of implementing TVET curriculum in TVET institutions. Furthermore, Okoroafor (2010), also noted that; some of the problems of implementing TVET curriculum include;

- i. Lack of sponsorship: Management of tertiary institutions find it difficult to sponsor the TVET lecturers to

seminars, conferences, and short courses claiming that there is lack of fund. This has reduced the rate, the TVET lecturers are upgraded.

ii. Inadequate infrastructure: TVET lecturers do not have the opportunity to act what they have learnt into practice due to lack of infrastructure.

iii. Inadequate Timing: Time should be provided on TVET lecturers to go and upgrade themselves. Work load should not be so demanding that they preclude TVET lecturers form research and time to develop new skills, abilities and knowledge through research and innovation.

iv. Lack of reward for excellence.

However, Nwogu and Nwanoruo (2011), stated that the challenges of TVET are numerous, which include;

- i. Lack of skilled manpower
- ii. Acute shortage of TVET teachers
- iii. Poor funding of TVET

Consequently, Olaitan (1994) in Odu (2011) posited that the following challenges confronted the implementation of TVET Teacher Training Programme n Nigeria. These include:

- i. Insufficient Material Resources for Training
- ii. Dearth of Qualified TVET Educators
- iii. Use of the Quota System for Selection of Students in TVET Teachers Training Programme.

In same vein Odu (2011) stated that, some of the challenges of Human Capital Development includes:

- i. Inadequate funding
- ii. Poor workshop organisation
- iii. Inadequate Instructional Materials

Others challenges as posited b y Okebukola (2012), include

- i. Teachers inadequacies
- ii. Funding Inadequacies
- iii. Gross Inadequacies in facilities
- iv. Harsh and Intimidating Classroom.
- v. Poor Quality Preparation of Lesson by TVET teachers
- vi. Resource inadequacy
- vii. Unhealthy classroom
- viii. Shortage of equipment
- ix. Social vices.

CONCLUSION

The implementation of TVET curriculum in Nigerian tertiary institution has been faced with various challenges which are synonymous with some of the problems of education in Nigeria such as poor funding, obsolete facilities and poor provision of instructional materials for effective implementation of TVET curriculum.

RECOMMENDATION

For effective implementation of TVET curriculum in tertiary institution in Nigeria government, non governmental organization international organizational stakeholders should work collectively to address the various challenges of implementing the curriculum and also to address the general educational problems of the nation.

REFERENCES

- Akinseinde SI (2004). An Appraisal of Undergraduate Curriculum of Technical Education in Nigerian Universities: Implications for Higher Education Management.
- Arowolo AA (2010). Historical Factors that Influence Curriculum Development in Industrial Technical Education. Retrieved 10th September, 2012 from <http://www.google.com.ng>
- Common Wealth of learning (2000). Curriculum: Theory, Design and Assessment Retrieved 10th September, 2012 from <http://www.gooogle.com.ng>
- Egwu S (2009). Universities and the National Education Roadmap. A Key-note Address by the Honourable Minister of Education on the Occasion of the 24th Conference of the Association of Vice-Chancellors of Nigerian Universities, at the University of Ilorin, on Tuesday June.
- Nwogu PO and Nweanomo CC (2011). Vocational Technical Education and Training for Self-reliance: Towards National Development. *Mediterranean Journal of Social Sciences* 5(5):55-59.
- Odu KO (2011). Human Capital Development in Science and Technology education: Challenges and New Responsibilities the Teacher. *Contemporary Educational Technology* 2(3): 238-249
- Okafaofor C (2010). Human Capital Development and Vision 20: 10). A perspective on tertiary education. *SBMT Nekede Conference Journal*. 1(2):71-73.
- Udoka SI (2012). The Global Economic Crisis: A Challenges to Curriculum of Implementation in Technical and Vocational Education Technology in Nigeria. Akerele, W.O. (2007). *Management of Technical and Vocational Education in Nigeria: The Challenges of the Country*. *Journal of Research in Education and Society*. 1(2 and 3): 117-124
- Ughamadu KA (2006). *Curriculum: Concept of Development and Implementation*. Onitsha, Lincel Publishers
- Yusuff MA and Soyemi J (2012). Achieving Sustainable Economic Development in Nigeria through Technical and Vocational Education and Training: The Missing Link. *International Journal of Academic Research in Business and Social Sciences*. 2(2):71-77.