

Vocationalisation of Educational Institutions for Self-Reliance in Nigeria

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Abstract

Government, economists, social critics, and stakeholders are currently concentrating a lot of their attention on the Nigerian economy's crises and advocating for self-reliance. In fact, the severity of the crisis and its effects on residents' lives have sparked intense discussion about the issue and potential remedies among the vast majority of citizens across all social strata in both pre-university and tertiary institutions. The aspiration for a self-reliant economy via our own efforts and on the basis of optimum utilization of our human and material resources is what vocational education and self-reliance are, not some nebulous political slogan. The driving power, according to this, must come from within because our own personal growth depends on our creativity and access to natural resources.

Keywords: Vocational, Education, Self-reliance and Sustainability Growth.

I. Introduction

It is generally acknowledged that a polytechnic education no longer guarantees graduates jobs. As a result, recent graduates must think seriously about entrepreneurship and self-employment as career options. The graduates being produced today lack the necessary skill set required in the modern job market, which prevents them from being independent. Instead of being viewed as a way to cram literacy and math into students' heads, education can be considered as a way to let them embark on a path of self-discovery. Such education focuses on how such theories could be a target geared at fulfilling the needs of each graduate, encouraging the students to uncover their uniqueness. It does not merely focus on the theories presented.

Huge amounts of government money are spent on education because of the connection between education and the advancement of society. Given that there is a rising unemployment rate among graduates of all levels in Nigeria, it is puzzling to many authorities, especially researchers in education, that the stakeholders in charge have not achieved their vision of providing polytechnic graduates with practical educational knowledge and employable skills.

Since most students from pre-tertiary to tertiary schools typically graduate without the fundamental skills for entrepreneurship, most people believe that education has not achieved its intended goals. Nyerere argued in Sabbi, Amankwah, and Boateng (2009) on the educational policy of "School for self-reliance" that primary education should be a whole education in and of itself that imparts knowledge, skills, and attitudes rather than merely serving as a prerequisite for secondary education. Beyond only imparting fundamental numeracy and reading skills to students, it ought to result in people who are fully assimilated into their communities. The concept of independence as fostered by education is this. The growth of

knowledge, power, and a sense of responsibility in a person can be seen as self-reliant education. It places a strong emphasis on individual autonomy and freedom, promotes innovative thinking and real-world creative transformation, and denotes liberation and self-awareness (Nyerere in Sabbi, Amankwah and Boateng, 2009).

II. Vocational Education

Education is intended to be a tool that helps people learn, apply that information to develop their inner potential, improve themselves, and have an impact on the world. In every human community, education is a crucial tool for advancing and empowering people. This means that while a society that prioritizes the growth of its education is destined to succeed greatly, a nation that lacks a good educational culture and philosophy risks falling into ruin. The development of skills required to perform tasks in the economy is a major component of education, whether it be official or informal. Education is typically recognized as a lifelong undertaking that penetrates an individual's life span from birth until death (Miranda 2006).

Knowledge is human capital. The human capital approach views education as the acquisition of resources or assets that are available to both individuals and organizations, i.e., the knowledge and skills people acquire via formal and informal education, training, and experiences. This perspective makes it conceivable to define education as human capital, which, once acquired, allows its owner to transfer it into positions that offer better pay, greater influence, or more rewarding work.

The term "vocational education" is broad and refers to any type of instruction intended to help students develop the skills and qualifications related to a particular profession, art, or employment, or that offers the necessary instruction, technical knowledge, and necessary skills to help students get ready for the future. Training for a profession is the focus of vocational education. It has to do with productivity. Vocational education prepares students for the workforce. It offers decent employment opportunities. It aids in horizon expansion. It promotes labor dignity. It aids in making the best use possible of the nation's material resources.

Education that equips people to work as technicians in a trade or craft is sometimes referred to as vocational education. Technical education or career education are other names for vocational education. Vocational education, according to Thompson (2002), attempts to improve people's knowledge, skills, and understanding so they can successfully pursue their chosen vocations. According to Abdullahi (2011), vocational education and training are crucial to any country's development if it wants to experience economic growth. Abdullahi continued by saying that the majority of young people in Nigeria had previously believed that the traditional three to five-year polytechnic degree was the only necessary component for self-empowerment.

This topic of vocational training skill acquisition is being discussed. So, in a limited sense, vocational education is organized with the goal of increasing the participants' capacity for employment. Vocational education In order for a third-world nation like Nigeria to become economically self-sufficient, she must diversify her economy and promote self-employment among the youth through favorable policy

environments that would promote skill development, entrepreneurship, and independence. The importance of the learning environment cannot be overstated. Usoro (2010) noted that the failure of Nigeria's higher education institutions is largely due to their graduates' (graduates') lack of the skills required by the labor market and that the trend had resulted in a large number of graduates being unemployed, as they would have helped them become self-sufficient.

The main challenge facing the nation is to provide graduates in particular and youths in general with the necessary skills and competencies for self-employment and self-reliance because there are fewer job openings than graduates and there is a high demand for skilled workers in the oil, industrial, and service sectors. The youth will be able to contribute as much as possible to national growth and improve the safety, wealth, quality of life, and prosperity of society by having these skills that the labor market demands. Self-reliance is the complete mobilization of a society's own resources and autonomy in decision-making. Additionally, it refers to self-assurance, dependence on one's natural and human resources, and the ability to determine one's own goals. An individual who depends more on themselves or their own abilities and resources, and less on others, to manage their human and material resources is said to be self-reliant. Ofoye (2010) contends that people become independent when they are able to obtain and make use of the necessities of life, such as wholesome food, appropriate clothing, a safe place to live, medication, transportation, and a useful education.

The majority of students from pre-tertiary to tertiary institutions typically leave school missing the fundamental skills for entrepreneurship, hence for most individuals, education has not achieved its intended goals. Nyerere argued that basic education should be a full education in and of itself that provides information, skills, and attitudes in Sabbi, Amankwah, and Boateng's (2009) article on the educational policy of "Education for self-reliance." It should generate people who are fully immersed into local life rather than only teaching schoolchildren the fundamentals of literacy and numeracy. This is the notion of independence fostered by education. The growth of knowledge, power, and a sense of responsibility in a person can be seen as self-reliant education. It places a strong emphasis on individual autonomy and freedom, promotes innovative thinking and real-world creative transformation, and denotes liberation and self-awareness (Nyerere in Sabbi, Amankwah and Boateng, 2009).

A good education, in Nyerere's opinion, should equip pupils for careers in industries like agriculture, carpentry, blacksmithing, etc. Students can find that their education has prepared them for a future that is not open to them if education falls short in any of these areas of knowledge, abilities, and attitudes for social change in both the person and the society. Self-reliant education should emphasize the development of one's political, social, and intellectual identities as well as their manual or physical talents. Critical thinking is a crucial talent.

III. Self-Reliance

Self-reliance is not just a political catchphrase. To grow our nation's economy via our own initiatives and on the basis of the best possible utilization of our material and human resources, we must have a self-sufficient economy. This means that we must look within for the driving factor behind our own personal

growth. We must use what we have in order to obtain what we need, as stated in a current catchphrase. In order to improve the material state of our people, self-reliance calls for us to rely primarily on our own creativity, resourcefulness, and access to the natural world. Independent living is not autarky. It is an acknowledgment that we must overcome the reliance syndrome in order to achieve self-sustaining growth. Nigeria must be independent economically as well as politically.

Self-reliant education can be thought of as the process by which a person gains knowledge, power, and a sense of responsibility. It places a strong emphasis on individual autonomy and freedom, promotes innovative thinking and real-world creative transformation, and denotes self-emancipation and self-realization (Nyerere in Sabbi, Amankwah and Boateng, 2009). A quality education, in Nyerere's opinion, is one that equips pupils for careers in industries like agriculture, carpentry, blacksmithing, etc. Students could find that their education has prepared them for a future that is not what they had hoped for if education fails in any of these areas of knowledge, skills, and attitudes for change in both the individual and the society.

As a result of the advancement of science and technology, our nation is currently developing. The availability of both material and human resources has made this possible. These two resources are far too abundant in our country. Their appropriate use is what is required. This necessitates the growth and expansion of vocational education. Vocational education must be provided in order to develop expertise in the area of "technical know-how." Vocationalization of education refers to the blending of general education and vocational education.

The goal of vocationalization is to include practical skills into general education. Training in a few professions while receiving a comprehensive education is referred to as vocationalization of education. It might strengthen the link between productivity and education. The adoption of organized, thoughtfully designed, and strictly carried out programs of vocational education should be emphasized in the National Policy on Education and its amended formulations. By teaching them technical skills and promoting their self-economical reliance, the mission seeks to empower youngsters.

IV. Dreyfus Model of Skill Acquisition

This is an illustration of how formal instruction and practice help students learn abilities in the subject of education. This model was introduced in 1980 by two brothers named Stuart and Hubert Dreyfus in a significant 18-page document on their research at the University of California, Berkeley Operations Research Centre for the United States Air Force Office of Scientific Research. (1980; Dreyfus & Dreyfus). A learner should advance through the following five distinct phases, in that order: novice, competence, proficiency, expertise, and mastery. In the novice level, a person only feels responsible for following the rules without considering other factors. After having a lot of experience, competence emerges. People who make decisions intuitively and create their own guidelines for formulating plans exhibit proficiency. A flowing performance that occurs spontaneously, automatically, and without the need for explicit information is what defines expertise. So, from rigid adherence to rules to an intuitive method of reasoning based on tacit knowledge is the evolution.

V. Aims and Objectives of Vocational Education and Self-Reliance.

The National Policy of Education (FRN, 2004) lists them as follows:

- i. To supply skilled labor in business, technology, and applied sciences.
- ii. To offer the specialized knowledge and practical abilities required for the growth of business, agriculture, and the economy.
- iii. To equip individuals with the skills necessary to improve and address environmental issues for human use and convenience.
- iv. To provide a basic overview of engineering and other professional studies.
- v. To provide instruction and transmit the skills required to produce artisans, technicians, and other skilled workers who will be enterprising and independent.
- vi. To provide our young people the ability to comprehend the escalating complexity of technology in an informed manner.
- vii. To encourage young entrepreneurship and income generation.
- viii. To encourage youth to and full engagement, based on equality with youth in terms of economic opportunity and educational opportunities.
- ix. To create and share methods for assessing the local environment and fostering creative abilities at the local level.
- x. To offer high-quality training to encourage youth to work for themselves.
- xi. To make it easier for people to acquire skills that will boost their employment and training opportunities.

VI. Impact of Vocational education

One cannot overstate the benefits of vocational education, which include the following:

- i. Vocational training prepares students for a world full with chances that are just waiting for qualified graduates and young people to seize them. They will be able to meet their fundamental necessities thanks to such activities, which will also create work for others. The development of entrepreneurial abilities, which in turn will secure financial independence and a higher standard of life, will result in the empowerment of society by creating jobs.
- ii. The youth will benefit from vocational education by developing favorable attitudes regarding employment and labor. It is depressing that all we do is label the overwhelming portion of our youngsters that roam the streets as "street urchins." According to Nwanaka and Amaehule (2011), having skills is crucial in avoiding young people from becoming social misfits since talented individuals can find lucrative employment through occupational training and skill acquisition. Nwanaka and Amaehule also claimed that vocational and technical education aids in the prevention of social problems including armed robbery, theft, and young unrest. In any field, it is anticipated that learning a skill will lead to long-term gains that will have a significant impact on production. It will equip the person to easily fit in to employment in all areas of the economy, showcase his or her talents, and use the brain intelligently in terms of new discoveries and ideas that will raise the person's status in society.

- iii. Individuals who are problem solvers and economically active will emerge from vocational education; these people won't need to wait for a white-collar job to thrive; instead, they'll generate jobs for others. They will be given the opportunity to develop a sense of travel, adventure, and discovery, which will assist the country overcome its current unemployment issue.
- iv. Vocational education offers graduates and young people a variety of training options so they can become self-sufficient rather than simply waiting for opportunities in the official sector. It is anticipated that training through skill acquisition programs would increase their viability across a range of industries. This is feasible when the culture of original thought is established in them to help them become successful and independent.

Motives of Self-Reliance

These following are expressions of knowledge of societal interest:

- i. There is no self-reliance in retrenchment; producers (lecturers) need employment in order to put their labor force to use.
- ii. Withdrawing subsidies won't make producers (lecturers) more independent; they still require strong health and education to increase their labor force.
- iii. Employees want to know what is produced, how it is produced, and why; privatization of public enterprises does not foster self-reliance.
- iv. The use of public finances for private objectives cannot be done independently; the producers (lecturers) cannot afford to lose faith in society.
- v. Politizing the military lacks self-reliance; without democracy, the producers (lecturers) are unable to unleash their creative potential.
- vi. Because cynical producers are not inventive producers, the politics of bamboozlement lack self-reliance.

Values of Self-Reliance

The value is founded on the following tenets:

- a. All educational institutions, including pre-tertiary institutions, have the right to choose their own policies based on their own interests and to participate in governmental affairs in a manner that respects the freedom, self-determination, and independence of all people.
- b. Every educational institution should have a responsibility to make sure that the programs they offer are structured to address the resources, needs, and issues that the great majority of people face on a daily basis. The right to manage all internal resources and the production process should belong to every educational institution.
- c. Only when a neo-members' colony's requirements are properly matched to their geographical, physical, and social environments, as well as the resources available in the society to meet those needs, is socioeconomic advancement conceivable.

- d. Without a solid and well-organized domestic resource base, it is impractical for a neo-colony to rely on international resource allocation.

VII. Conclusion and Recommendations

A virtue with an orientation toward international justice for underdeveloped nations and the bolstering of their domestic power bases is vocational education and self-reliance. It primarily—though not exclusively—focuses on domestic resources and priorities in order to achieve governmental goals. It insists that the primary source of resources for economic life is the internal environment. Incentives for the mobilization of local resources are also provided, and domestic social, economic, and political relations are reorganized in ways that are consistent with local values, resources, and interests.

1. In order to improve students' employability after graduation and address the gap between educational output and labor market demands, tertiary institution students should receive vocational skill training in addition to their regular academic curriculum in the key industry-required area.
2. The then-current federal administration and well-intentioned Nigerians should assist these youth in enrolling in training programs so they can gain skills that will keep them off the streets and enable them to productively contribute to their families and society as a whole.
3. The logistical and support elements of the educational strategy, which are essential to achieving the standard of education required for independence, should get careful consideration from educational planners. To achieve this, curriculum criteria for desired skill outcomes should be improved.
4. The federal ministry of education's director in charge of school services and other stakeholders urgently need to launch programs that emphasize the advantages of skills acquisition training in order to pique the interest of both parents and students in the program. This is necessary because some parents and students have a negative attitude toward skill acquisition.
5. A 30:70 theory-to-practice ratio should be adopted as part of a skills acquisition policy to close the large gap between the classroom and the workplace. In order to generate trained labor for the economy, educators should administer more practical work to supplement theory in our educational institutions.
6. The federal ministry of education should establish a department of training and development in each higher education institution. This department will be in charge of determining the educational requirements for youth, developing training and development plans, and putting those plans into action to ensure that young people graduate with high performance levels.

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