

REBUILDING FACILITIES IN TVET EDUCATION FOR STUDENTS HIGH LEVEL SKILL ACQUISITION IN TERTIARY INSTITUTIONS IN CROSS RIVER AND AKWA IBOM STATES

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Abstract

The study investigated rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States. The study adopted the survey design and was guided by two research questions and two hypotheses. The null hypotheses were tested at 0.05 level of significance. The population used for the study was 134, comprised five administrators from the five tertiary institutions from Cross River and Akwa Ibom States and 129 TVET lecturers used for the study. Purposive sampling technique was used to sampling 98 lecturers while the administrators were not sample because the number was small. The sample size used for the study was 103 representing 77% of the population. A 20-items researcher's structured questionnaire titled: "Rebuilding Facilities in TVET for High Level Skill Acquisition (RFTVETHLSA)" was used for data collection. The questionnaire consisted of four point response options of strongly agreed (SA), agreed (A), disagreed (D) and strongly disagreed (SD) with a corresponding values of 4, 3, 2 and 1 respectively. The instrument was face validated by three experts, one from the Department of Vocational/Technical Education, Cross River University of Technology, Calabar, one from Department of Industrial Technology Education, University of Uyo, Uyo and one from Cross River State College of Education, Akamkpa. Cronbach Alpha reliability was adopted to determine the internal consistency of the instrument and a reliability coefficient of 0.88 was obtained. Data collected were analyzed using mean and standard deviation to answer the research questions and t-test was used to test the null hypotheses at .05 level of significance. The findings from the study shows that public-private partnership and donations from institutions alumni have significant influence on rebuilding facilities in TVET education for students' high-level skill acquisition in tertiary institutions. Based on the findings, it was recommended that Federal and states government of Cross River and Akwa Ibom through the Minister and Commissioners of Education should partner with private sectors in order to rebuild facilities in TVET education for students' high level skill acquisition in tertiary institutions. The Universities should formally inaugurate her final year students into the institution's alumni with successful alumni as witnesses, active follow up and integration by the institutions and senior alumni should be established.

Keywords: Education, Facilities, Rebuilding, Skills, Tertiary Institution, TVET,

Introduction

Technical Vocational Education and Training (TVET) play a significant role in the advancement and development of many nations of the world. Most developed countries of the world have fully embraced TVET education because of its impact on productivity and economic growth. Nations such France, USA, Germany, China, Japan, France among others have attained tremendous height in terms of technology and industrialization as a result of consistent investment in TVET education. According to Yabrifa, Otu and Etifit (2019) a nation cannot develop without well-equipped technical and vocational institutions or centre for impacting and training youths and women on practical skills that will yield development in such nation.

TVET in tertiary institutions require facilities: Buildings, desks, networks, laboratories, performance spaces, practice spaces, recreational facilities. generating set, transformers, sporting/games facilities, ceiling fans for ventilation and air conditioning, internet-services, furniture, provision of projectors and laptops, Library Facilities, tools, machines, workshops, studios, and equipment (Otu & Usoro, 2017). The authors further remarked that all these instruments, tools, machines, workshops and equipment for the programme should be provided, installed and commissioned before the approval inspection takes place and the first set of students are admitted. Availability of these facilities will offer students the opportunities of acquiring high level skills. Bybee and Loucks-Horsely (2000) in Otu and (2017), Penny and Fox Audu, Musta amal, Kamin and Saud (2013) reiterated that skill is an important part of TVET curriculum, but a supportive school environment is a fundamental requirement for the successful implementation of the curriculum.

TVET according to Okolocha (2012) is an educational training which encompasses knowledge, skills, competencies, structural activities, abilities, capacities and other structural experiences for securing jobs in various sectors of the economy or even enabling one to be self-dependent by being a job creator. ILO (2000) asserted that TVET refers to aspects of educational process involving in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, knowledge, understanding and attitudes relating to occupations in various sectors of economic life. Uwaifo (2009) describe TVET as the training of technically-oriented personnel who are to be initiators, facilitators and implementers of technologically literacy that would lead to self-reliance and sustainability.

It is any form of education designed to prepare persons for employment in recognized occupations to provide skills, knowledge and attitudes necessary for effective employment in specific occupation (Usoro, Ogbuanya & Udo, 2012). It is education that is workshop based, which equipped individuals with the psychomotor skills leading to industrialization, economic growth and effective living. Ogbuanya and Izuola, (2012) affirmed that TVET enhances the income/revenue disposition of the citizens by making them self-reliant and responsible members of the society, resulting in sustainable national development. TVET is significant in providing individuals with necessary knowledge and training that is needed in the world of work. It is a great weapon that fosters country's human resource development, industrialization, economic growth and development, increased productivity, poverty alleviation, economic sustenance, skill training and enhanced enterprise.

Egunsola, Kumazhege and Diraso (2018) opined that TVET delivery patterns in TVET institutions have not been impressive in Nigeria because of the myriads of problems like poor funding, epileptic electricity supply, inadequate facilities, lack of equipment and workshop, lack of qualified teachers and trainers, poor perception of TVET, weak monitoring/evaluation low enrollment. Otu and Usoro (2017) posited that one of the greatest challenges of TVET education today is the issue of poor state of workshops, tools and equipment. Umunadi (2009) supported that one of the major problems tertiary institutions in Nigeria are facing is lack of materials and equipment.

Tertiary institution is any level of education above secondary school which includes Universities, polytechnics, Colleges of Education, Monotechnics among others. Tertiary institutions require huge investment due to its mandate of providing quality education for the nation's manpower. Odebiyi and Alna (1999) in Akpan and Benjamin (2018) asserted that the primary role of tertiary institutions include; transmission of knowledge, skills and the training of human minds through teaching and research. Effective execution of these tertiary institutions roles is expected to equip the beneficiaries with knowledge in all its ramifications, work skills as well as mould their characters for useful living in the society (Federal Republic of Nigeria, 2013).

Tertiary institution all over the world ought to have the best in terms of personnel, lecturers, workshops, library, facilities/ equipment in order to breed highly skilled manpower (graduates). As a degree awarding institution which the nation look up to, need to be armed with the best personnel and infrastructure. Ukanwa and Adindu (2018) contented that tertiary institutions constitutes a repository of hope for all nations for the development of highly skilled manpower that can manipulate other resource to bring about sustainable development to all nations.

Despite these laudable significant of TVET in providing skills to individuals, TVET institutions in Nigeria by extension Cross River and Akwa Ibom States seems lack the necessary facilities to equip students with high level skill. As a result of these lacks, it become impossible for students to receive training that meets the standard for employment. The Federal, Cross River and Akwa Ibom States government are aware that only limited equipment and facilities exist for teachers at different level of educations (NPE, 2013). As it stands, government is not making any plan to provide or maintain these facilities. It is therefore very clear that government alone cannot fund TVET education for students' high level skill acquisition in tertiary institutions.

In order to achieve these lofty objectives of TVET in tertiary institutions, the prevailing factors hindering the effective teaching and learning of skills must be put in place otherwise TVET education becomes a waste. Since government alone cannot take full responsibility of funding and providing facilities for TVET in tertiary institutions for students' high level skill acquisition, there is need for public private partnership and support from institution alumni.

Public-private partnership (PPP) is the collaboration, agreement/understanding between the government and the private sectors to provide quality TVET education in tertiary institutions. Public-private partnership (PPP) is a relationship formed between public and the private bodies with the aim of introducing private sector resources and or expertise in order to help and deliver services Maigida (2014).The need to provide skilful TVET graduates is very critical for the development of the nation's economy. Government should involve private sectors and other stakeholders to be actively in building and transforming tertiary institutions especially TVET

institutions in Cross River and Akwa Ibom States. Public private partnership has become a vital element for revamping TVET education of most develop countries of the world.

Finland is one of the countries in the world benefiting greatly from Public-Private Partnership (PPP). Big industries and companies partner with government to strengthen the quality of TVET education by donating the same machines, equipment and facilities used in the industries for the production of goods and services in schools, provide the necessary manpower to help schools/institutions go into production of the same goods and services of the industry. The experts manpower provided are saddled with the responsibility of teaching teachers and students the skills for a particular period. After acquiring the necessary skills, then the school goes into production and teaching of skills to students. These students do not need any form of retraining after graduation. The industries rather absorb them, while some may establish their own businesses. Government on the other hand, for this wonderful gesture replicate by cutting off the taxes of these industries and companies to the lowest minimum

Public private partnership is a long term agreement between the government and the private partner where service delivery objectives of the government are aligned with the profit objectives of the private sector (UNESCO, 2011).The effectiveness of the alignment on a sufficient and appropriate transfer of risk to the private partners (Akpanobong & Charles, 2015).

Alumni are old students from a particular school or institution coming together with the aim of contributing to the development and upliftment of their school/institution. These are graduates who are proud of their institutions and are willing to offer services as an appreciation that will add value to their institution. According to Idris, Datin and Ahmed (2015) every alumni has experienced being a student to become a unique and different graduate, hence there is potential for all alumni to contribute to the university in different ways and scale. The authors further stated that the involvement of alumni supporting and providing voluntarily to their university is important for maintaining and expanding a university development.

Idris, Datin and Ahmed (2015) affirmed that alumni can contribute as guest lecturers, advisers in committees, industry expert and cooperative partners in projects with the university. They can help their institution in the area of research by linking the institution to their organization and success in outstanding researches will uplift the standard and reputation of the institution. Alumni who have served and are successfully in various sectors, locally or internationally have authenticated the quality and effectiveness of the education received from the institution The higher the position and influential an alumni may be in an organization and workplaces; the higher the recognition the society will place on their institution as the source of knowledge, hardwork and strength.

Researchers have cited Harvard University as one of the universities in the world having good relationship, donations and tremendous supports from it alumni. In February 2014, Kenneth C. Gniffin donated \$150 million to Harvard University to support the university (Idris, Datin and Ahmed, 2015). Several researchers have affirmed that Harvard University is example of University in the world having the largest endowments and a substantial part of it is contributed by its alumni. It is on this basis that this study therefore investigated rebuilding facilities in TVET education for students with high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Statement of the Problem

TVET education is capital intensive, it requires huge investment of resources in order for a nation to benefit economically, technologically and industrially, thereby employment generation alleviating poverty, and creating wealth for a dynamic living. Despite the laudable significant of TVET education in the development of a nation, TVET still lack basic facilities and equipment require for students high level skills, which may be attributed to lack of funds. Government alone lacked the capacity and fund to build and maintain functional TVET education. So, there is need for public-private partnership for effective TVET tertiary institution. The partnerships help private sectors to provide government with funds, identify TVET schools that lack facilities and need help in order to provide their citizens with high level skill as well as building and sustaining a strong economy. For this partnership to be successful there must be some level of cooperation between the government and the private sectors, shares the benefits and challenges that may arise in the period of the partnership. Public-private partnership is considered as relationship between, the government and the private sector with the aim of getting support (funds, equipment, machines services and expertise) in order to promotes educational excellence, operational effectiveness and quality service delivery to its citizens. The private sectors also shares in the burden of giving quality education to citizens for continuous human resources development.

However, alumni can also partner with their institutions to facilitate development. Alumni in close relationship with their institution can provide numerous benefits that will enrich the university. A part from donating funds, they can identify the needs of the institution, contribute by presenting themselves, their knowledge and expertise or provide expertise in their occupation to help solve their institutional need. There are wide ranges of supports and services which alumni can offer to their institutions, which may also include infrastructure such as lectures/administrative buildings, machines/equipment, workshops, mentorship, provide job opportunity for younger students/graduates, provide access to professional grants and scholarship and lot more. It is on this note that this study focus on rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Purpose of the Study

The purpose of the study was to determine the influence of rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States. Specifically the study sought to determine the:

1. Influence of public private partnership in rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.
2. Influence of donations from institutions alumni in rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Research Questions

The following research questions guided the study:

1. What is the influence of public private partnership in rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.
2. What is the influence of donations from institutions alumni in rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Null Hypotheses

The following hypotheses were formulated to guide the study:

H₀₁: There is no significance influence of public private partnership and rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

H₀₂: There is no significance influence of donations from institution alumni and rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Methodology

Survey research design was adopted for the study to investigate the influence of rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States. Survey research design according to Olaitan, Ali, Eyo and Sowande (2002) survey research design is the plan, structure and strategy that the investigators adopt in order to obtain solutions to research problems using questionnaires for collecting and analyzing and interpreting data. This design was adopted for the study because the researchers used questionnaire for collecting, analyzing and interpreting data. The population used for the study was 134, comprised five administrators, 3 from Cross River State and 2 from Akwa Ibom State, and 129 TVET, 33 lecturers from University of Calabar, 27 from Cross River University of Technology, 28 from Cross River State College of Education, Akamkpa, 15 from University of Uyo, and 26 from College of Education, Afangesit. The administrators were not sample because the number was small, however purposive sampling technique was used to sample 98 lecturers who were present when the researchers visited to administered the instrument. The sample size used for the study was 103 representing 77% of the population. The instrument used for data collection was researchers developed questionnaire titled: Rebuilding Facilities in TVET for High Level Skill Acquisition (REFATVETHILSA). The questionnaire consisted of a 20 items four point response options of strongly agreed (SA), agreed (A), disagreed (D) and strongly disagreed (SD) with a corresponding values of 4, 3, 2 and 1 respectively. The instrument was face validated by three experts, one from the Department of Vocational/Technical Education, Cross River University of Technology, Calabar, one from Department of Industrial/Technology, University of Uyo, Uyo and one from Cross River State College of Education, Akamkpa. Cronbach Alpha reliability method was adopted to determine the internal consistency of the instrument and a reliability coefficient of 0.88 was obtained. The questionnaire was administered with the help of two research assistants. One hundred and three copies of the instrument were administered to the respondents, retrieved and used for data analysis representing 100% return rate. Data collected were analyzed

using mean, standard deviation and independent t-test. Mean and standard deviation was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. In answering the research questions, any item with a mean (\bar{X}) of 2.50 and above was retained as agreed while any item with a mean (\bar{X}) below 2.50 was rejected and regarded as disagreed. Testing for the null hypotheses (H_0), the t- calculated was compared with t-critical. The null hypothesis was accepted when the t- calculated was less than the t-critical value at .05 level of significance, the null hypothesis was rejected when the t- calculated was greater than the t-critical value at .05 level of significance.

Results

Research Question 1: What is the influence of public private partnership in rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Table 1: Mean ratings and standard deviation on the influence of public private partnership in rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions.

S/N	Public Private Partnership	X	SD	REMARKS
1	Private sectors partnering with government to provide TVET institutions laboratories.	2.92	0.93	Agreed
2	Private sectors partnering with government to provide TVET institutions laptops and projectors.	3.10	0.90	Agreed
3	Private sectors partnering with government to provide TVET institutions transformers.	2.94	0.85	Agreed
4	Private sectors partnering with government to provide TVET institutions studios.	2.69	0.91	Agreed
5	Private sectors partnering with government to provide TVET institutions to build lecture halls.	3.28	0.94	Agreed
6	Private sectors partnering with government to provide TVET institutions to build offices.	2.77	0.92	Agreed
7	Private sectors partnering with government to provide TVET institutions to provide equipment.	2.85	0.96	Agreed
8	Private sectors partnering with government to provide TVET institutions to build workshops.	3.01	0.95	Agreed
9	Private sectors partnering with government to provide TVET institutions with ICT facilities.	2.91	0.88	Agreed
10	Private sectors partnering with government to provide TVET institutions library and internet facilities.	2.87	0.90	Agreed
Grand mean		2.93	0.91	

The analysis presented in Table 1 shows that all items had their mean ranging from 2.69 to 3.28 which is above the cut-off point of 2.50 with their corresponding standards deviation. This indicates that all the respondents agreed that all the 10 items, which means that public private

partnership had influence in rebuilding facilities in TVET education for students' high-level skill acquisition in tertiary institutions.

Research Question 2: What is the influence of donations from schools alumni in rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Table 2: Mean ratings and standard deviation on the influence of donations from institution alumni in rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions.

S/N	Donations from Institution Alumni	X	SD	REMARKS
1	TVET alumni partner with institutions to provide internet services.	2.73	0.94	Agreed
2	TVET alumni partner with institutions to provide laptops and projectors.	2.84	0.86	Agreed
3	TVET alumni partner with institutions to provide air conditioners.	3.36	0.90	Agreed
4	TVET alumni partner with institutions to build lecture halls.	3.02	0.89	Agreed
5	TVET alumni partner with institutions to build offices.	2.95	0.92	Agreed
6	TVET alumni partner with institutions to provide workshops.	3.07	0.94	Agreed
7	TVET alumni partner with institutions to provide equipment.	2.71	0.91	Agreed
8	TVET alumni partner with institutions to provide ICT facilities.	2.90	0.93	Agreed
9	TVET alumni partner with institutions to offer expertise in local manufacturing of tools from their organizations.	2.83	0.91	Agreed
10	TVET alumni partner with institutions to provide laboratories.	2.78	0.92	Agreed
Grand mean		2.92	0.91	

Table 2 analysis above revealed that all items had their mean ranging from 2.71 to 3.36 which is above the cut-off point of 2.50 with their corresponding standards deviation. This indicates that all respondents agreed on all the 10 items, which implies that donations from institution alumni had impact in rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions.

H₀₁: There is no significance influence of public private partnership and rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom.

Table 3: t-test analysis of the responses on public-private partnership and rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions ($N=103$; $N_1=5$; $N_2=98$)

S/N	Item statements	Admin		Lecturers		t-cal	t-crit	Decision
		\bar{x}	S_1^2	\bar{x}	S_2^2			
1.	Private sectors partnering with government to provide TVET institutions laboratories.	2.81	0.78	2.95	0.80	2.67	1.87	Sig.
2.	Private sectors partnering with government to provide TVET institutions laptops and projectors.	2.74	0.90	2.71	0.76	2.58	1.87	Sig.
3	Private sectors partnering with government to provide TVET institutions transformers.	2.92	0.63	2.93	0.89	2.06	1.87	Sig.
4	Private sectors partnering with government to provide TVET institutions studios.	2.65	0.85	2.76	0.77	2.42	1.87	Sig.
5	Private sectors partnering with TVET institutions to build lecture halls.	2.79	0.82	2.62	0.84	2.31	1.87	Sig.
6	Private sectors partnering with TVET institutions to build offices.	2.81	0.71	3.15	0.79	2.65	1.87	Sig.
7	Private sectors partnering with TVET institutions to provide equipment.	2.53	0.80	2.75	2.19	2.39	1.87	Sig.
8	Private sectors partnering with TVET institutions to build workshops.	3.02	0.67	2.82	0.87	2.58	1.87	Sig.
9	Private sectors partnering with government to provide TVET institutions with ICT facilities.	2.61	0.83	2.59	0.80	2.49	1.87	Sig.
10	Private sectors partnering with government to provide TVET institutions library and internet facilities.	3.00	0.81	2.94	0.92	2.13	1.87	Sig.

$N = 121$, * = Significant influence, **No significant influence, $df = 119$ at 0.05 alpha level

The analysis presented in Table 3 shows that all the items had their t-calculated values greater than t-critical values at 1.87 at 119 degree of freedom and 0.05 level of significance. This means

that public-private partnership has significance influence on rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States. Therefore, the null hypothesis was rejected. This signifies that public-private partnership has significant influence on rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions.

H₀₂: There is no significance influence on donations from institutions alumni and rebuilding facilities in TVET education for students high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States.

Table 4: t-test analysis of the responses of administrators and lecturers on the influence of donations from institution alumni and rebuilding facilities in TVET education for student high level skill acquisition in tertiary institutions. (n=103; n₁= 5; n₂= 98)

S/N	Item statements	Admin		Lecturer		t-cal	t-crit	Decision
		\bar{x}	S ₁ ²	\bar{x}	S ₂ ²			
1.	TVET alumni partner with institutions to provide internet services.	2.96	0.89	2.91	0.91	2.23	1.87	Sig.
2.	TVET alumni partner with institutions to provide laptops and projectors.	2.87	0.92	2.83	0.90	2.80	1.87	Sig.
3	TVET alumni partner with institutions to provide air conditioners.	2.92	0.93	2.85	0.91	2.57	1.87	Sig.
4	TVET alumni partner with institutions build lecture halls.	3.05	0.94	2.76	0.87	2.46	1.87	Sig.
5	TVET alumni partner with institutions to build offices.	2.76	0.96	2.62	0.94	2.61	1.87	Sig.
6	TVET alumni partner with institutions to provide workshops.	2.61	0.77	2.57	0.79	2.72	1.87	Sig.
7	TVET alumni partner with institutions to provide equipment.	2.57	0.85	3.13	0.92	2.55	1.87	Sig.
8	TVET alumni partner with institutions to provide ICT facilities.	2.68	0.91	2.73	0.81	2.04	1.87	Sig.
9	TVET alumni partner with institutions to offer expertise from their organizations.	3.11	0.82	2.90	0.88	2.68	1.87	Sig.
10	TVET alumni partner with institutions to provide laboratories.	2.62	0.90	3.16	0.91	2.36	1.87	Sig.

*N = 121, * = Significant influence, **No significant influence, df = 119 at 0.05 alpha level*

The analysis of Table 4 above indicates that all the items had their t-calculated values higher than t-critical values at 1.87 at 119 degree of freedom and 0.05 level of significance. This shows

that donations from alumni has significance influence on rebuilding facilities in TVET education for students high level skill acquisition in tertiary institutions in Cross River and Akwa Ibom States. Therefore, the null hypothesis was rejected. This signifies that donations from alumni has significant influence on rebuilding facilities in TVET education for students high level skill acquisition in tertiary institutions.

Major Findings

From the study the following were found:

1. Public-private partnership has significant influence on rebuilding of facilities in TVET education for students high level skill acquisition in tertiary institutions.
2. Donations from institutions alumni has significant influence on rebuilding facilities in TVET education for students high level skill acquisition in tertiary institutions.

Discussion of Findings

The study shows that public-private partnership has significant influence in rebuilding facilities in TVET education for students high level skill acquisition in tertiary institutions. This is in line with Maigida (2014) affirmed that public-private partnership is a relationship formed between public and the private bodies with the aim of introducing private sector resources and or expertise in order to help and deliver services. This is also in agreement with Akpanobong and Charles (2015) who stated that the effectiveness of the alignment depends on a sufficient and appropriate transfer of risk to the private partner. Therefore, there is need for public-private partnership in order to rebuild facilities in TVET education for students high level skill acquisition in tertiary institutions.

The study also revealed that donations from institutions alumni has significant influence in rebuilding facilities in TVET education for students high level skill acquisition in tertiary institutions. This finding is in agreement with Idris, Datin and Ahmed, (2015) who asserted that every alumni has experienced being a student to become a unique and different graduate, hence there is potential for all alumni to contribute to the University in different ways and scale. On a whole, donations from institution alumni have significant influence in rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions.

Conclusion

Skill acquisition is the major distinguishing aspect of TVET which makes it very outstanding. Therefore, there is need for government to rebuild and develop strong partnership with private sectors to facilitate TVET education mandate in tertiary institutions Effective partnership with the private sector and donations from alumni would have great influence in rebuilding facilities in TVET education for students' high level skill acquisition in tertiary institutions. The researchers therefore call on government, private institutions, alumni and well meaning Nigerians should partner together to rebuild TVET education in tertiary institutions for efficient students high skills acquisition.

Recommendations

Based on the findings of the study the following recommendations are made:

1. Federal and states (Cross River and Akwa Ibom) government through the Minister and Commissioners of Education should partner with private sectors in order to rebuild facilities in TVET education for students' high-level skill acquisition in tertiary institutions.
2. The tertiary institutions in Cross River and Akwa Ibom should formally inaugurate her final year students into the institution's alumni with successful alumni as witnesses, active follow up and integration by the institutions and senior alumni should be established.

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