

## **REBUILDING TRUST IN INDUSTRIAL TECHNOLOGY EDUCATION (ITE) PROGRAMME FOR NIGERIAN YOUTHS' EMPLOYMENT OPPORTUNITIES**

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### **Abstract**

This paper discussed rebuilding trust in Industrial Technology Education (ITE) programmes for Nigerian Youths' employment opportunities. The introduction which included certain aspects of the topic such as: Rebuilding, trust, youths, employment and Industrial Technology Education were defined. Others are: Former Trust in Industrial Technology Education, Lack of Trust in Vocational and Technical Education Programmes in Nigeria, Rebuilding the Trust in Industrial Technology Education Programmes and The Importance of Rebuilding Trust in Industrial Technology Education Programme. The contents of Industrial Technology Education courses were stated. The outline of some of the job opportunities in Industrial Technology Education was highlighted. Certain setbacks or destructions in Industrial Technology Education (ITE) programmes were pointed out. The solutions to some of the problems in Industrial Technology Education programmes were, also, discussed. The implications of rebuilding trust for Industrial Technology Education Programme in the educational system of Nigeria were highlighted. After all the discussions, conclusions were made which included that: Many stakeholders in education, such as; teachers, communities, industries, Industrial Training Fund (ITF) and government were found to be involved for rebuilding trust in Industrial Technology Education. In addition to this, recommendations were made which included that modern equipment such as machines and computers for school workshops should be provided by the government to be in line with the teaching and learning of the new outbreak of technologies in the world of today.

**Keywords:** Rebuilding, Trust, Youths, Employment, Industry and Technology.

### **Introduction**

This paper presented rebuilding trust in Industrial Technology Education Programme (ITE) Programme for Nigerian Youths' Employment Opportunities. This means to reinstate the right regard or position that suppose to be given to Industrial Technology Education Programme or Vocational and Technical Education in general in Nigeria. This stakeholders in education are to change the present condition of Industrial Technology Education Programme towards positive direction. It is expected that rebuilding the trust in the programme will help to solve the problem of unemployment of the Nigerian Youths. The youths are said to be the leaders of tomorrow.

According to Hilinski (2009), youth is a period between a child and a fully grown up person. The youths are more expected to be on employment than the children or the older people. This is because they possess more energy and strength naturally to perform any duty

better. Employment opportunities are more important to the youths than the children and the older people in general. Industrial Technology Education is a skill acquisition programme for, mainly, the youths' job opportunities. That is why the Federal Republic of Nigeria in one of the Nigerian Education policies Chapter II, Article 18 of 1999 constitution stated that the government shall promote Science and Technology for acquisition of saleable skills for employment.

This will comply with one of the Nigerian Education Policy Chapter II, Article 18 of 1999 Constitution that government shall promote Science and Technology. Industrial Technology Education Programmes have some setbacks which included: Poor planning and ineffective implementation of educational plans as well as the objectives. In this situation, effort will be made to rebuild the trust in Industrial Technology Education and the whole education system in Nigeria which will help to achieve the objectives and goals. Trust is the attitude of having faith or believe in something or somebody. This means that anything that is trusted is real and any person or institution that is trusted is honest. It is expected that there must be no disappointment from anything or person trusted. The expression of trust is to show honesty or reality in somebody or something. Trusting somebody in any agreement means that there must be right decision taken at any point in any time without disappointment from the person. Nowadays, in Industrial Technology Education Programme (ITE), it seems that there is lack of trust from the stakeholders because this area of study has evidence of neglect.

Oguntuyi (2013) noted that Vocational and Technical Education in Nigeria is regarded as inferior to regular academic degree programmes, hence, resulting in shortage of equipment, materials and technical teachers. This period is not in line with the ninety-eighties and ninety-nineties when the Federal Government of Nigeria bought Introductory Technology Education equipment and distributed them to all the Junior Secondary Schools in Nigeria to improve on Vocational and Technical Education. The present Federal Government seems to be no longer interested in Vocational and Technical Education programmes. For instance, Ekpenyong (2008) highlighted lack of adequate training facilities and, therefore, identified that about 50% of the institutions running Vocational and Technical Education in Nigeria are yet to meet the approved national standards of the schools' basic needs, such as furniture, laboratories, running water, electricity, machines and computers. Lack of fund, also shows lack of trust in Vocational and Technical Education by the government. Vocational and Technical Education programmes, these days in Nigeria, is inadequately equipped (Amoor, 2008). If care is not taken, this will result in a situation where by most of the graduates in the country will lack the desired technical skills for employment in the industries and other institutions including self-employment as required by the society..

### **Former Trust in Industrial Technology Education Programme**

There was a period of time Nigerians like Vocational and Technical Education in which Industrial Technical Education is a branch of it. This started, even from the primary school when there was a primary school subject called handwork. The Handwork was established where the pupils do practical production of some domestic products like mats, baskets, hankerchiefs, brooms and local beds. During the same period, Technical Colleges were established for students' acquisition of saleable skills for production work and repairs of equipment. Ogbonnaya (2009) added that Technical College is conceptualized an education system that is concerned

with the acquisition of knowledge and practical skills by the participants to enable them be productive citizens and fit into the changing work environment. In order to express the trust in Vocational and Technical Education in Nigeria in those days, the Federal Government, also, included Introductory Technology in the Junior Secondary School Curriculum for acquisition of general knowledge and skills of Technology by the students.

### **Lack of Trust in Vocational and Technical Education Programmes in Nigeria.**

In the recent time, it seems that the stakeholders in Nigerian Education System are neglecting Vocational and Technical Education including Industrial Technology Education as a branch of it. That means, lack of trust because they no longer put much interest in providing for the need of the programmes. Ogbonna (2019) revealed that corruption and unethical conducts of the bureaucraties, government officials and some administrators inhibit the effective delivery as the funds allocated for the purchase of equipment, consumables for practicals and maintenance of machines were misappropriated, mismanaged or embezzled by them. This means that the government in power these days, particularly, the executives and the legislatures are negatively influencing the procurement of facilities, equipment and other materials for skill acquisition in Industrial Technology Education Programmes. Lack of trust is, also, delaying the opportunity given to the school administrators and technical teachers for in-service training to update their knowledge and skills. The government less emphasis on Technical Education is the cause of the negative public attitude towards vocational Education, thereby, increasing unemployment in Nigeria. According to Adzande and Ofem (2019), the major problem militating against effective vocational training programmes in educational institutions across the country is ineffective implementation of education policies and Laws. Some other problems are lack of :

1. Change of mind-set to Technical Education programmes prepared for unemployed youths for self-employment by the government;
2. Introduction of e-teaching and e-learning to Vocational and Technical Education institutions;
3. Modern equipment and re-training of teachers to learn new skills for teaching the new technologies; and
4. Information and Communication Technology (ICT) installation to the Institutions.

### **Rebuilding the Trust in Industrial Technology Education Programmes**

Rebuilding trust means, going back to trust or to re-establish the interest that was lost before in Industrial Technology Education (ITE) programmes. The re-establishment of the interest should be related to anything that will bring about solving the problems of Industrial Technology Education programme, in particular, and Vocational and Technical Education in general as well as inculcating the use of modern technologies in the programmes. The introduction and use of new technologies in education system has led to the application of e-teaching which is as of now seen as a better way to quality teaching in our schools. This new method of teaching should be extended to Industrial Technology Education Programme. Goddymkpa and Ukpong (2019) defined e-teaching as a new education technology based and designed computer based course ware that allows the students to teach themselves. E-teaching and e-learning helps to address the gap in subjects, offerings, enrich the curriculum and replace the existing face-to-face instructions.

Information and Communication Technology (ICT) is an integration of Computer Technology, mainly, in form of internet and information management which can be used to teach in Industrial Technology Education Programmes. The technologies in it include computers, telephone or wireless application, on-line or internet computers, scanners, printers, e-mail, multi-media projectors, digital libraries and idy-made course ware (Nwokike, 2015).The technical teachers need to be trained in line with the present situation of ICT technology programmes which included computers and internet. This will enhance proactive strategies of e-teaching and e-learning in addition to the normal ways of study. Research has shown that appropriate use of technological media on Technical Education Institutions could metamorphose into a functionally proactive shift from rote didactic method to robust child-centred and skill driven pedagogy (Ogar & Upula, 2014). Rebuilding trust in Industrial Technology Education by the stakeholders in education will enhance Industrial Training (I.T.) for Students. Obinaju (2018) narrated the result of this incorporation as follows:

1. Preparing citizens for occupational fields and effective participation in the world of work;
2. Empowering and encouraging sustainability in development;
3. Job creation and income generation;
4. Skills and competency development which would ginger keen competition in quality delivery;
5. Motivation for sustaining hard work; and
6. Abundance in self-satisfaction.

The challenge of recurring problem of unemployment in Nigeria, particularly graduates from higher institutions without adequate skills seems to own its origin to a number of factors such as inadequate implementation of government education policies, lack of equipment and consumable materials in the Vocational and Technical Education Institutions. Dopemu, Saidu and Oluwatosin (2018) supported this by saying that Vocational and Technical Education Workshops should be well funded and provided with proper materials, equipment and computers needed for the programmes by the government and accredited stakeholders.

### **The Importance of Rebuilding Trust in Industrial Technology Education Programme.**

Rebuilding trust in Industrial Technology Education Programme (ITE) will attract positive effects on Nigerians in general and Vocational and Technical Education Programmes in particular Government and other stakeholders in education will change their mind-set from negative to positive direction towards finding ways of solving the problems facing the funding of Industrial Technology Education Programme. The positive change of mind-set will also attract provision of adequate technical teachers, equipment, necessary materials, computers and proper workshops. The training of technical teachers and Industrial Training for technical students will be considered as a matter of very importance in all the programmes in Vocational and Technical Education in Nigeria. Okon (2014) opined that the challenges of power failure, inadequate funding, poor infrastructure and lack of skilled manpower will be stopped. This will be done after changing their mind-set positively.

The unemployment saga due to lack of technical knowledge and vocational skills for self-employment by the graduates from Industrial Technology Education will be solved with the provision of the funds and the positive change of the mind-set of the stake holders in education.

Adzande and Ofem (2019) stated that Technical Vocational Education and Training (TVET) can solve unemployment problems in the nation by equipping individuals with relevant skills and knowledge in social, economic and technological innovation process for employment in recognized occupations or career for nation building. The best form of human empowerment is by ensuring that each citizen is educated and trained in technical and vocational saleable skills to be able to produce goods and services.

Best practice will be helpful to rebuild trust in Industrial Technology Education Programmes. Best practice can be defined as a method or technique that has consistently shown results superior to those achieved with other means and that is used as a benchmark to improve standards of a profession or organization (Amoor, 2009). In teaching, in all Vocational and Technical and Training programmes, best practice is referred to what the government, professionals and teachers can do to improve or standardize the teaching and learning of Vocational Technical Education and Training. The application of best practice affected all aspect of Industrial Technology Education programmes which included: The provision of adequate equipment, proper physical environment of workshops for students, strategies for motivation of students, exposure of students to the targeted vocation, dynamic and effective use of tools and consumable items.

Acquisition of skills in Industrial Technology Education is the focus of many academia in Vocational and Technological Education following the down-turn in global economic activities and the un-employment nature of greater percentage of the 21<sup>st</sup> century graduates, particularly in Nigeria. Akpan and Udoh (2014) accepted that the preparation of students for acquisition of skills for self-reliance becomes necessary for the world of work. This depend on the acquisition of basic knowledge about employment opportunities and possession of marketable economic skills. Development of self-reliant marketable vocational skills for economic actualization of students, individuals and the society at large will help to rebuild the trust in educational system in Nigeria. Funding education for self-reliance is very much needed in Industrial Technology Education Programme. The Nigerian government need to determine the significance of education for entrepreneurial and self-reliant skills development in nation building and give it the financial attention it demands. According to Adeyemi (2011), Nigeria government should fund education particularly, Vocational Technical Education according to the need of the society. Adeyemi, added by reminding the government that the UNESCO minimum standard of 26% of the national budget for education sector should be implemented instead of less than 17% that is budgeted almost every year.

### **Job Opportunities in Industrial Technology Education (ITE) Programmes**

The Industrial Technology Education graduates are trained technical teachers that can teach in any technical colleges and schools in Nigeria. The major purpose of education, whether formal or informal is to produce a person who will be a useful member that can work successfully in the society (Eyibe, 2017). Working is the expression of any knowledge that is special for the society. The graduates are, also, to become self-reliant business men who can build their own personal workshops. For instance, the Mechanical Workshop can be established as a working place to attract individuals and group of people such as institutions, companies and other industries for business contracts of supplying motor vehicles, motor parts or repairing of their vehicles. The graduates can equally build workshops for production of motor parts only.

Owhoeke, Udoka and Kemmer (2019) stated that recently, there has been a paradigm shift from education for theoretical knowledge to education for self-reliance which is otherwise known as entrepreneurial education. This is in line with the discussion at hand. Self-reliance enterprise helps a lot of people to get any product at the grass root level and at a cheaper price instead of the importation at the higher rate. In the same reason with Afianmagbon and Obiukwu (2014), the preparation of students for acquisition of skills for self-reliance is dependent on the acquisition of basic knowledge about employment opportunities and possession of marketable economic skills.

The graduates can become employers of labour. In this case, the problem of unemployment in Nigeria will be reduced drastically. This will as well attract many youths to seek their academic JAMB admission from the Department of Industrial Technology Education of their chosen institutions. According to Afianmagbon and Obiukwu (2014), skill acquisition by the graduates is a stick in time for the future of the nation to salvage the teeming population of the citizens from unemployment and untold hardship.

Industrial Technology Education has the major goal of producing graduates for work in both private, government establishment and self-reliant jobs. The general objective of any Vocational Technical Education in Nigeria is to enable students to acquire both general knowledge and vocational skills which will make them ready for employment in the world of work on leaving school or after graduation (Bello, 2000). The graduates, also, have the opportunity for further studies in any higher institution of their choice. As teaching is the main job prospect of the graduates, they can then teach at Technical Colleges, Colleges of Education-Technical, Polytechnics and Universities. The Federal Ministry of Education (2013) stated some of the vocational areas where saleable skills can be obtained, these include: Automobile Engineering Practices, such as, Auto-Body Repairs and Spray-Painting: Auto-Body Mechanics Work, Auto-Electrical Work, Auto-Body Building, Part-Merchandizing, Air-Conditioning and Refrigeration, Mechanics Work and Mechanical Engineering Craft Practice. Those practical skill knowledge from these areas will give the graduates the opportunities to become self-employed by building their own workshops and start performing their own jobs in their special areas as well. It is expected that all the stakeholders in education will join hands together in order to help the youths to achieve a better goal in acquisition of skills in this new millennium.

### **The Setbacks in Industrial Technology Education Programmes in Nigeria.**

There are a lot of set-backs in Industrial Technology Education Programmes. According to Akpe (2018), for proper functioning of Vocational and Technical Education Programmes, there must be a purposeful curriculum, adequate number of qualified and committed instructors, adequate infrastructural facilities, availability of resource materials, adequate funding, efficient management, effective monitoring and supervision, and proper evaluation procedure. All these are expected to be implemented. Poor funding of technological institutions in Nigeria leads to poor laboratories, workshops, training facilities, machines, tools, dearth of qualified technical teachers and, hence, poor production of graduates who cannot be really employable because of lack of vocational skills and technical knowledge.

The government agents and the Industries like Industrial Training Fund (ITF) are not showing adequate positive interest or attitudes towards the Students Industrial Work Experience Scheme, SIWES, as it concerns industrial Technology Education programmes. According to

Njoku (2019), the government gives unfavourable conditions of service which brought about lack of payment of allowances and accommodation. The negative conditions do not allow many students to participate for the Industrial Training (IT). That was why according to Olaitan (1996), the designed Students Industrial Work Experience Scheme (SIWES) for familiarizing the trainees with the world of work is fast degenerating into a mere formality.

For effective Vocational and Technical Education Programmes to take adequate position in Nigeria, a separate ministry from Ministry of Education supposed to be created for it. That was the reason in 1988, the National Association of Principals of Technical Colleges suggested to the Federal Government to establish a separate board for Technical Colleges to oversee the affairs of Technical Education in Nigeria to ensure a smooth and hitch-free management (Amoor, 2018). Up till now, such board has not been created, that appears that the advice was neglected due to politicization of education in Nigeria. In addition to this view, Njoku (2019) concluded that in spite of all the laudable political promises and assertions, government is still paying less attention to Vocational and Technical Education Programmes, resulting in less school facilities and unqualified staff, less implementation of favourable policies and misappropriation of funds, and less procurement of facilities and equipment.

In Nigerian Education system, emphasis is more layed on theory instead of practical. Obinaju (2018) stated that going to school for only the sake of knowing how to read and write, may not be an end in itself, rather, it should be a means to an end. That is called literacy education which lacked practical knowledge, salable skills, occupational attitudes and vocational orientation, resulting in unemployment opportunities for the graduates of the programme. The worse is that wherever workshops for practicals are built, they will not be well equipped, due to lack of fund. For instance, at Michael Okpara University of Agriculture, Umudike, Abia State, the workshop at the Department of Industrial Technology Education lack equipment, adequate number of instructors and consumable materials. Uwah and Ododo (2018) stated that dues to inadequate flow of money to purchase equipment, machines, and building of special laboratories and workshops for training the students, Vocational and Technical Education (VTE) Programmes which are supposed to expose students to real practical work to watch with the theory aspect learnt is frustrated.

Inadequate training programmes of teachers are another problem in Industrial Technology Education (ITE) programmes. Technical teachers are supposed to get special training which will involve teaching subject areas, methodology and the necessary attitudes required for the job. Ogunyinka, Okeke, and Adedoyin (2015) stressed that the effectiveness of all educational attainment rests on the adequate number of teachers, quality, devotion, efficiency and proper teacher training which should be the main determining factor for the success or failure, in order to meet up the educational goals as stated in the National Policy on Education. The stakeholders in education and the labour market are supposed to join hands together in the formulation of educational curriculum review. The teachers should learn the curriculum review of their subject areas in their teacher training institutions which will then expected to change them in the method of teaching the technical subjects in their various unit areas. It can be seen from the above passages that there are a lot of set-backs in Industrial Technology Education Programmes. This is in spite of the effort made by the stakeholders like the teachers, schools, communities and the government. In this case, it can be, also, understood that it has become very necessary to rebuild the trust in educational system in Nigeria.

## **Implications of Rebuilding Trust in Industrial Technology Education (ITE) Programmes in Educational System of Nigeria for Youths Employment Opportunities.**

Rebuilding trust in Industrial Technology Education Programme will have a lot of positive effects on graduates, students, teachers, industries, institutions, communities and governments. Rebuilding trust in Industrial Technology Education Programmes can be described as changing the mindset of managing the programme by the stakeholders. The stakeholder such as the government, the institutions and the communities are expected to change their mind from negative to positive thinking towards managing Industrial Technology Education (ITE), in order to achieve the goal. Rebuilding trust will bring about good management and provision of facilities. The graduates will be getting job opportunities and, thereby, stop roaming the streets and committing suicide by some of them. Eme (2004) lamented that some unemployed Nigerian graduates have committed suicide because their certificates could not give them employment due to lack of workable skills. Such will stop with employable skills. The ITE students will be getting the normal Vocational Technical Education Training which will give them the chance of getting the saleable skills, the right attitudes and employable knowledge for the world of work from their institutions. The technical teachers will have the opportunities to be trained as professional technical teachers. They will get adequate knowledge of the area of their teaching subjects and teaching methodology which will help them to teach professionally.

The institutions will get adequate provisions of workshop equipment, personnel and other facilities for better school administration. This will bring about the required smooth running of Industrial Technology Education in the school system. The communities will be communicating peacefully with the school authorities when there is peace and smooth running of the school system. The government will understand the importance of education in Nigeria and then start budgeting more money for education system particularly Vocational and Technical Education programmes. This is in line with the Federal Ministry of Education (2001) which specified that the financing of education is a joint responsibility of the federal, the states, the local governments and private sectors.

### **Conclusion**

This paper concludes rebuilding trust in Industrial Technology Education (ITE) Programme for Nigerian youth's employment opportunities. This means the use of any correct system to change the mind-set of government, administrators and other stakeholders in education towards improvement of Industrial Technology Education (ITE) programme for the benefit of the nation. Industrial Technology Education programmes which is defined as a part of Vocational and Technical Education which as well trains technically oriented personnel who are to be the initiators, facilitators, creative minds and implementers of the technological skills for development of the nation. The study areas in the Industrial Technology Education (ITE) programme includes: Automobile Technology, Metal works Technology, Building Technology, Woodworks Technology, Electrical and Electronics Technology. Job opportunities includes: Employment as teachers, companies, industries, and government workers and more so as self-reliant business men. The use of Information and Communication Technology (ICT) which involve computer and internet system supposed to be distributed to the institutions by the

government. On the bases of ICT, the use of e-teaching and e-learning have been found to be better in the education system in the present time. There are certain set-backs in the process of the programme such as poor implementations of government policies, lack of funds and facilities. When the trust in Industrial Technology Education (ITE) programme is rebuilt, the graduates will get jobs with saleable skills. The employers of labour will no longer re-train the graduates again after employment as they are with the correct saleable skills needed. Rebuilding trust in Industrial Technology Education (ITE) Programme will bring about proper teaching and learning provisions which will yield saleable skills for graduates employment opportunities..

### **Recommendations**

The following recommendations are made for re-building trust in Industrial Technology Education Programme for Nigerian Youths employment opportunities.

1. Modern equipment such as machines and computers for school workshops should be provided by the government to be in line with teaching and learning of the new outbreak of technologies in the world of today.
2. Stakeholders in Education such as the government and school authorities should fund Industrial Technology Education for salaries, workshops, equipment and other school facilities for proper teaching and learning.
3. Government should provide adequate technical teachers welfare to enable them to put more effort in their duties.
4. Long and short term training schemes of staff should be provided periodically in order to get the knowledge of any new idea or events to be included to the teaching-learning process
5. Teachers should be motivated to provide improvise teaching materials by the school authority to replace non available teaching materials in the school workshops.
6. The government should negotiate with the employers of labour (industries) to help in funding industrial Technology Education to help the trainees to acquire the saleable skills needed.
7. The Industrial Training Fund (ITF) should increase their effort by providing adequate students accommodation and stipends (money) during their Industrial Training (I.T.) to enable them or motivate them to stay and do their job very well.
8. Students should be given orientation before going for the Industrial Training by the school authorities or Industrial Training Fund (ITF) officers in order to perform well.
9. Introduction of Best Practice to Industrial Technology Education Programmes by the curriculum reviewers in the Federal Ministry of Education should be welcomed by the school authorities including teachers.
10. Information and Communication Technology (ICT) System should be installed by the government in all the Vocationally and Technically inclined Institutions in Nigeria to boost acquisition of modern skills for youths' employment opportunities in the world of work.

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