

A Repositioning Technical and Vocational Education Training (TVET) for Social Reconstruction and Transformation in Delta State

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Abstract— Following the apparent realization of the importance of skilled human resources, it is imperative to provide citizens with the key skills that will enable them gain employment in the relevant sectors of the economy. Training systems that address skills requirement and prepare people to be productively employed (or self-employed), are necessarily required to provide adequate human resources for social reconstruction and transformation. In TVET the training is based on areas of need. The need for training TVET is necessary in order to undertake high grade tasks and train new young workers with entrepreneurial skills who will be job creators rather than job seekers. Research has shown that there is a gap between the desired and actual performance of trainers and trainees in WET thus impeding the role of TVET in attaining social reconstruction and transformation. This paper is therefore focused mainly on Repositioning Technical and Vocational Education Training (TVET) for Social Reconstruction and Transformation in Delta State. The study used survey research design. A population of 60 Business education lecturers from College of education Warri, and Federal College of Education (Technical), Asaba, was surveyed for this study. The entire population was studied because of its small and manageable size. A structured questionnaire containing 20 items in three clusters was used to collect data for the study. Only 50 respondents however; filled and returned the questionnaire correctly. Mean was used for the research questions and the null hypothesis was tested at 0.05 level of significance using t-test statistics. This study would bring about innovative ideas, techniques, skills and professional suggestions, for repositioning vocational and technical education in Delta State.

Keywords— Repositioning, Social reconstruction, Technical and Vocational education Training, Transformation.

I. INTRODUCTION

Technical and Vocational Education Training (TVET) is an education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis.

According to Idialu (2006) the terms Technical and Vocational Education Training (TVET) are used jointly or synonymously to mean education geared towards skill acquisition for gainful employment. Similarly, Aso (2009) defined TVET as education for work; its value is therefore rooted in the worthwhile living in the world of work. Apart from work, TVET prepares learners to develop profitable social habits required by the society. Also Okoro (2011) posits that TVET adequately prepares it's recipient for the world of work place. It is an integral part of the total educational programme and contributes toward the development of good citizens by developing their physical, social, civic, cultural and economic competence. TVET has been preached by various successive governments since independence in Nigerian institutions of learning but not practiced. As Okoro (2011) states, if TVET is practised as it is done in China, India, Canada, United States of America and Germany, it would pave the way for a radical change in Nigeria's entire economic system and this would enhance sustainable scientific and technological development of Nigeria. Considering the current decline in quality manpower in Nigeria, there is need for repositioning Technical and Vocational Education Training (TVET) for social reconstruction and transformation in Delta State.

Repositioning is a systemic starting over and reinventing the way an institution or an adopt business process gets its work done. Schaefer and Moss (2008) define "Repositioning" as "fundamental rethinking and radical redesign of business process to achieve dramatic improvements in critical measures of performance such as service, and speed". This process became a buzzword in the 1990's, appearing at first to be a points silver bullet intervention that would forever fix and perfect schools. Schools would radically re-organise, re-design the institution by changing current processes, information systems, schools strategies, and also the overall structure of the institution in creating a more efficient service delivery.



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Repositioning of an educational system is implemented when an institution deems the current system is no longer efficient or is falling to compete with other institutions within and outside its area of operation. Universities as well as colleges of education see value in streamlining jobs by investing in technology instead of teachers and staff. The advance of technology would free up tasks and few oriented jobs previously held by teachers. Changing the structure of an institution from staff to common business strategies can have a disadvantageous effect, if attempted without a systems approach to change as stated by Schaefer and Moss (2008).

TVET is the hub of any economy of a nation just as the wheel rotates around the hub, the economic sector of Nigeria rotates around vocational and technical education considering the current in socio-economic, scientific and technological development of Nigeria. Rashtriya (2005) points out further that the wealth and prosperity of a nation depends on the effective utilization of its human and furnace material resources through industrialization. Rashtriya maintained further that, the use of human for industrialization demands its education skills. Education industry opens up possibilities of greater deliver fulfilment for the individual. Nigeria's economic resources of manpower can only become as asset vocation in the modern world when trained and educated.

Repositioning TVET is a process of applying scientific knowledge into vocational and technical education sub-sector in Nigeria with a view of identifying, studying, analysing, evaluating and continuing or terminating vocational technical education programme. Furthermore, repositioning TVET involves among other things, the development of policy alternatives, experimenting, implementing and feedback. Vocational and technical education training must be repositioned to meet the needs and aspirations of the citizens of Nigeria.

Social reconstruction according to Zacho (2014), is a philosophy focused on achieving social change. As a practice, it strives to achieve social justice and equity by altering the various social systems upon which society rests. It is based upon two major understandings; first, that society tends to develop systems that marginalize and oppress others and thus need change, and second, that achieving this change requires both creating a system that serves as a change agent and is open to changing its own purposes and structures as the social contexts in which it exists naturally evolve.

Zacho emphasizes that since we live in a world of seemingly endless and diverse challenges, and since educational systems and schools are one of the primary means by which we develop understanding and skills related to functioning in society, social reconstruction requires that social reforms serve as the primary goal of every student's education. Educational reconstruction purposefully and explicitly requires that our schools function as change agents, empowering students to question the very systems in which they live and work, and to create a society that is more equitable and just.

Social reconstruction rests upon the idea that schools need to actively assist the students in changing the world that they are part of it directly prompts the recognition that human beings tend to adopt. Okoro (2011) states that change in TVET cannot be complete without adequately providing unique experiences such as research design and actual construction of project, practising problem solving with materials and gaining information on the world of work place in line with global standard or challenges. TVET in Nigeria and globally is a unique area in educational sector that should teach not only occupational clusters and general conceptual knowledge but can also foster adaptability, build technical literacy and provide leisure skills through experience. Aso (2009) also points out that the changes in vocational and technical education instructional delivery should be geared towards empowerment, job creation, and self-reliance of Nigerian citizens in future and would also enhance scientific and technological development for actualisation of vision 20:2020. TVET should be able to teach us a variety of sellable useful skills as well as imbibe good maintenance culture for the few machines or tools that are available.

If TVET instructions are restricted to computer in various institutions of learning, TVET graduates in Nigerian institutions would have a broad conceptual understanding of the structuring and functions of both the institutions of learning and industries as well as the fundamental skills of communication, mathematics and problem solving or practical skills will be the versatile, trainable, adaptable and satisfied workers of our institutions of learning and industries, companies and factories today which would enhance better performance, empowerment, create jobs and improve higher productivity of the Nigeria economy.

Similarly, Olaitan et al (2009) agreed with the needed changes in TVET instructional delivery for employment and self-employment when he argued that, although future workers may have to perform fewer unpleasant tasks such as repetitive welding, painting and furnace loading, they will have to be more skilled than their predecessors.

TVET administrators can lead the way in bringing about needed changes in instructional delivery for empowerment and job creation for social reconstruction and transformation. Most vocational and technical education administrators are limited only by their vision and imagination in ways that they can promote meaningful changes or instructional delivery through TVET programme(s) improvement for social reconstruction and transformation and if this is actualized, it would automatically enhance our actualization of transformation agenda of the government and vision 20:2020 for sustainable development of Nigeria. Hence this study was designed to examine ways of repositioning Technical and Vocational Education Training for Social Construction and Transformation in Delta State.

A. Purpose Of The Study

The main purpose of this study is to examine ways of repositioning TVET for social reconstruction and transformation in Delta State.

Specifically, the study sought to:

1. Identify strategies to be adopted by business education lecturers towards repositioning TVET for social reconstruction and transformation in Delta State
2. Identify strategies to be adopted by N.C.C.E. towards repositioning TVET for social reconstruction and transformation in Delta State.

B. Hypothesis 1

There is no significant difference between male and female Colleges of Education Lecturers' perception on the strategies of repositioning TVET for social reconstruction and transformation in Delta State.

II. METHOD

The study used survey research design. A population of 60 Business education of lecturers of College of education Warri, and Federal College of Education (Technical), Asaba, was surveyed for this study. The population comprised 39 male and 21 female lecturers of the two colleges. The entire population was studied because of its small and manageable size.

A structured questionnaire containing 20 items in three clusters was used to collect data for the study. Only 50 respondents however; filled and returned the questionnaire correctly using mean for the research questions and the null hypothesis was tested at 0.05 level of significance using t-test statistics.

TABLE I
MEAN SCORES OF THE RESPONDENT ON THE STRATEGIES TO BE ADOPTED BY BUSINESS EDUCATION LECTURERS TOWARDS REPOSITIONING TVET FOR SOCIAL RECONSTRUCTION AND TRANSFORMATION IN DELTA STATE

S/N	Strategies Adopted By Lecturers	Mean x	Std	Remark
1.	TVET reliable researches should be conducted and recommendations faithfully implemented to the later.	2.56	1.33	Adopted
2.	Intranet, satellite broadcast, CD ROM, video tape should be implemented.	3.20	1.66	Adopted
3.	All the agencies involved in the supervision of Colleges of Education programme should as a matter of urgency ensure that those strategies consciously instituted in the colleges for effectiveness are religiously adhered to.	3.60	1.76	Adopted
4.	Give TVET students practise in retrieving information via computer.	4.13	0.61	Adopted
5.	Authorities of Colleges of Education on their own part should endeavour to implement these quality assurance policies diligently.	2.45	1.05	Adopted
6.	Teach TVET students how to use and browse the internet.	3.69	3.40	Adopted
7.	Asking thought-provoking questions that challenge common assumptions among students.	3.10	3.43	Adopted

8.	Prompt TVET students to pose and answer deep level questions that require them to explain their answers.	3.00	1.25	Adopted
9.	Teaching strategies must be matched to knowledge process and personal development-based objectives.	3.20	1.60	Adopted
10.	Teachers must make students to master skills that range from high-tech office equipment, complex software, purchasing, and communication.	2.54	1.86	Adopted
Grand Mean		3.15	1.39	

TABLE 2
MEAN SCORES OF THE RESPONDENT ON THE STRATEGIES TO BE ADOPTED BY NCCE TOWARDS REPOSITIONING TVET FOR SOCIAL RECONSTRUCTION AND TRANSFORMATION IN DELTA STATE.

S/N	Strategies Adopted NCCE	Mean x	Std	Remark
1.	External Moderation of TVET Courses must be applied.	4.12	2.22	Adopted
2.	Reviewing Minimum standards of Colleges of Education is a necessity.	3.96	1.95	Adopted
3.	Monitoring of infrastructure development.	3.44	2.07	Adopted
4.	Accreditation of Academic Programmes.	3.36	1.53	Adopted
5.	Improving on the ICT capacity for NCE TVET Lecturers.	3.05	3.07	Adopted
6.	Improving on the quality of lecturers recruited.	4.39	2.26	Adopted
7.	Maintaining standard on the quality of students admitted.	3.43	1.57	Adopted
8.	Conducting Train-the-Trainer programme for TVET Lecturers.	4.04	2.08	Adopted
9.	Compulsory exposure of NCE TVET Students to SIWES	4.00	2.02	Adopted
10.	Monitoring of Academic Programme mount by Colleges	4.08	2.06	Adopted
Grand Mean		3.78	2.08	

The data in Table 2 above show that the respondents agreed to all the items as the strategies to be adopted by business education lecturers towards repositioning TVET for social reconstruction and transformation in Delta State. The Grand Mean for all the items was 3.15, indicating that all the strategies to be adopted by business education lecturers towards repositioning TVET for social reconstruction and transformation in Delta State are necessary.

C. Test of Hypothesis

Table 3:
t-test result of mean ratings of respondents on the strategies to be adopted by business education lecturers towards repositioning TVET for social reconstruction and transformation in Delta State.

Variable Categories	N	X	SD	D F	Level of Sig	T-Cal	T-Val	Decision
Male Colleges of Education Lecturers	31	3.30	1.96					
				48	0.05	1.22	1.96	Accept
Female Colleges of Education Lecturers	19	3.44	1.87					

Since the calculated value (cv) 1.22 was less than table value (tv) 1.96 at 0.05 level of significance, the hypothesis was therefore retained. The data in Table 3 above show that the t-cal of 1.22 is less than the t-tab of 1.96. this means that the respondents did not differ significantly in their mean ratings based on gender regarding the strategies of repositioning TVET for social reconstruction and transformation in Delta State. The hypothesis was therefore upheld

III. DISCUSSION OF FINDINGS

The paper focused mainly on Repositioning Technical Vocational Education Training (TVET) for social reconstruction and transformation in Delta State.



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The survey found out that a great need has arisen for more people to engage in private ventures. Government, non-governmental organizations and individuals have made attempts to encourage entrepreneurship in vocational disciplines as a way out of doldrums. However, it is sad to note that all these attempts have not produced the desired result, due to a myriad of problems and constraints. To arrest this ugly situation much has to be done. This is in agreement with Champy (2003) who maintained that Technical and Vocational Education Training (TVET) is an education designed to develop skills, abilities, understanding, attitudes, work habits and appreciation encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part of the total educational programme that contributes toward the development of good citizens by developing their physical, social, civic, cultural and economic competence.

The study also shows that repositioning is implemented when an institution deems the current system is no longer efficient, or is failing to compete with other institutions within and outside its area of operation. Universities as well as colleges of education see value in streamlining jobs by investing in technology instead of teachers and staff changing the structure of an institution from staff to business strategies can have a disadvantageous effect, if attempted without a systems approach to change. This is in line with Guskey (2000) and Schaefer and Moss (2008) who said that Repositioning TVET is a process of applying scientific knowledge into the TVET sub-sector in Nigeria with a view of identifying, studying, analysing, evaluating and continuing or terminating TVET programme.

This finding also agrees with Ajayi (2005) and Aso (2009) who said that the needed changes in TVET towards social reconstruction and transformation could be achieved by organizing technical and vocational education seminars or conferences primarily to help TVET teachers become acquainted with the essential skills and experiences of composite engineering products and technology items construction. That it should be open to any person in other fields of study like sociology wishing to develop his/her skills and techniques or background in TVET.

Furthermore, it is pertinent to note that, institutions of learning in Nigeria should begin to prepare their undergraduate and graduate students in the use of the computer as an instructional tool. This may be difficult, however, due to lack of funding in the TVET sub-sector. In support of this view, Idialu (2006) stated that research evidence concerning the effectiveness of computer assisted instruction is very far from conclusive.

However, according to Bail (2002), the available research and vast amount of practical evidence indicate that computer assisted instruction has a tremendous potential. Educators should be encouraged to implement it. The study further showed that the strategies adopted by NCCE towards repositioning TVET for social reconstruction and transformation in Delta State include External Moderation of TVET courses and Monitoring of Academic Programmes mounted by colleges. All institutions of learning in Nigeria should use the multimedia, computer simulation techniques and E-learning instructional approach which involve the use of electronic media for instruction.

IV. CONCLUSION

Technical and Vocational Education Training is a sine-quanon for the technological and industrial development of the nation. In realization of this, the Nigeria National policy on education (2005), revolutionized the school system by making it vocational inclined; unfortunately, problems such as dearth of vocational teachers poor funding and absence of viable workshops and workshop tools and machines have continued to plague the system. Since the quest to improve technological and industrial base must continue and the reduction of youth unemployment by providing them with the requisite skill imperative, Nigeria must look for ways to enhance vocational education.

D. Recommendations

1. All the agencies involved in the supervision of colleges of Education programme should as a matter of urgency ensure that those strategies consciously instituted in the colleges for effectiveness are religiously adhered to.
2. Authorities of Colleges of Education on their own part should endeavour to implement these quality assurance policies diligently and adequately given the available resources.
3. All institutions of learning in Nigeria should use the multimedia, computer simulation techniques and E-learning instructional approach which involve the use of electronic medium for instruction.
4. TVET reliable researches should be conducted and recommendations faithfully implemented to the later.
5. Also lecturers and teachers should update their knowledge through quality research and going on sabbatical leave abroad or to developed countries to meet current demand in TVET in particular and in the educational system in general.



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6. All Universities, Polytechnics, Colleges of Education in Nigeria should forth with establish technical and vocational education courses for empowerment, employments for economic recovery, job creation.
7. NCCE should continue with her strategies used in assuring qualities in vocational and technical education programme of Colleges of Education by intensifying her efforts in the area of monitoring, constant review of minimum standard, regular accreditations, train-the-trainer programme, improving on the ICT capacity among others.

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