

**RE-BRANDING IMPLEMENTATION OF TVET CURRICULUM TO CURB
CORRUPTION IN NIGERIAN TERTIARY INSTITUTIONS**

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ABSTRACTS

The purpose of this study was to identify the problems facing the implementation of TVET curriculum as a result of corruption and ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities. Two Research questions and hypothesis guided the study. A descriptive survey research design was adopted for the study. The population for the study was 185 comprising of 101 Lecturers and 84 Instructors offering TVET programmes in Enugu State. A structured questionnaire was used for data collection. The reliability co-efficiency of the instrument was found to be 0.79. Data collected were analyzed using mean for the research questions, while the null hypotheses were tested using t-test at 0.05 level of significance. Based on the findings, recommendations were made among which are; provision of adequate funds and quality infrastructures. Accrediting bodies, Lecturers, Instructors and Students should be loyal, patriotic and committed to their post in TVET.

Keywords: *Re-branding; Technical Vocational Education and Training (TVET); Curriculum; Implementation; Corruption.*

1 INTRODUCTION

Technical and Vocational Education Training is the practical approach in science education. It exposes learners to practical orientation of skills acquisition whereby they are equipped for self-reliance. TVET is a comprehensive term referring to those aspects of educational process involving, general education, the studies of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. TVET provides the practical aspects of education for the 21st century. It is technologically oriented.

Technical and Vocational Education Training consists of a number of interrelated fields, programmes and curricular with the primary objective of preparation for gainful employment. They include: Agricultural Education, Home Economics Education, Industrial Technical Education, Business and Office Education, Fine and Applied Arts Education, and Computer Education. These training areas are further broken down into different occupational trade areas as contained in the National Policy of Education (NPE) document. They include: Agricultural Production (crops and animals), Ornamental horticultures, Forestry, Catering, Garment Making, Cosmetology, Accounting and Computing occupation, Typing and related occupations, Business Data Processing Systems occupation, Personnel training, Management and related occupations, Auto mechanical occupation, Electrical and Electronics occupations, Carpentry and Woodwork, Brick laying, Crafts, Graphic arts, Sculpture, Ceramics and among others. The sole aim of these occupations is meant to impart knowledge and skills for increased efficiency in the world of work, sustainable livelihoods, personal empowerment and social-economic development. It is no wonder TVET has become very important in the face of terrible unemployment and underemployment across the globe. The UNESCO Third International Convention (2012) in Shanghai emphasized the need for nations to strengthen TVET for the reduction of poverty and unemployment.

The National Policy on Education (2004) enumerated the objectives of vocational and technical education in Nigeria as follows: To provide trained manpower in applied science, technology and commerce particularly at sub-professional grades; to provide the technical knowledge and vocational skills necessary for agricultural, industrial, commerce and economic development; to provide people who can apply specific knowledge to the improvement and solution

of environmental problems for the use and convenience of man; to give an introduction of professional studies in engineering and other technologies; to give training and impact the skill leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant and to enable our young men and women to have an intelligent understanding of the increasing complexity of technology. The above goals are intended to make TVET programme more practical, functional and job oriented but, unfortunately in Nigeria this is not the case. If all these goals were to be properly implemented, they could bring about the desired corruption free TVET programme in line with the curriculum. It is widely recognized that skills and knowledge are indispensable for employment, social inclusion, job creation, economic and national development (African Union, 2007). Education and skills training are crucial for improving workers employability, productivity and inclusiveness of economic growth (ILO, 2011). Consequently, there has been a strong drive in a number of countries for skills development policies. This has made TVET to attract attention from both national and international communities (Kerre, 1999).

The main objective of TVET is to develop an effectively coordinated and harmonized TVET system that is capable of producing quality skilled human resource with the right attitudes and values required for growth and prosperity in various sectors of the economy. Provision of skills and competencies is critical for the development of hands-on workers and a skilled human resource base for national development. Technical and Vocational Education Training (TVET) institutions are responsible for offering programmes that equip the graduates with quality and relevant skills and competencies to meet the needs of the labour markets. According to Olaitan, Nwanchukwu, Igbo, Onyemachi and Ekong (1999) they affirmed that, vocational technical education is education for work. However, TVET is not free from challenges especially the implementation of the TVET curriculum.

The history of curriculum development in Nigeria can be traced to the time when western education was introduced by the missionary groups. Learning was predominant. The Teachers taught practically everything from one textbook to another and every subject extensively. In a bid to make the missionaries achieve their objectives, schools were established to ease the problems of reading and writing. As time went on, other subjects like TVET programmes were introduced into the curriculum. However, a lot of criticisms of the school curriculum prior to the independence were raised as a result of the needs of the nation especially after Independence in 1960, it was discovered that there was a lack of skilled personnel in the TVET sectors. Therefore, a demand was made to produce skilled graduates in Technical and Vocational education who can meet these demands. There are many agencies by which the government controls and administers TVET curriculum and development. In Nigeria, the Federal Ministry of Education, the Federal Ministry of Science and Technology, and the Federal Ministry of Labour and Productivity are responsible. The governance system is decentralized and a number of different bodies contribute to different aspects of the TVET curriculum development, including: The National Board for Technical Education (NBTE), The Federal Inspectorate Service, The Nigerian Educational Researcher and Development Council (NERDC), The National Business and Technical Examination Board (NABTEB). Other organization involved in administering TVET include local education authorities, intergovernmental organizations such as Economic Community of West African States (ECOWAS) and some private sectors. The development of TVET curriculum in Nigeria by different organizations has hampered the aim of TVET and it has made the curriculum of TVET programme less objective because some of the curriculum developers are not professionals in TVET programme.

Okorafor (2003) has regarded curriculum as the life wire and the heart of every educational program. It is an embodiment of all the knowledge, skills and attitudes which a nation, through schools, imparts on her citizens. He also viewed curriculum as the vehicle through which the school

strives to achieve educational ends. Akinseinde (2004), defined the curriculum of a school as the formal and informal content and process by which learners gain knowledge and understanding, develop skills and alter attitudes, appreciations and values under the auspices of that school. Wojtczak (2002) in Arowolo (2010) opined that curriculum is an educational plan that spells out which goals and objectives have to be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation. Bringing all the above points together, the curriculum is viewed as the blueprint of the educational system therefore, emphasis in the implementation of the curriculum should be placed so as not to hamper the curriculum.

Implementation in the context of this study refers to the act of working out the plans and suggestions that have been made by curriculum specialists and subject experts for classrooms or school setting. Teachers are the main curriculum implementers, while at the same time students, parents, school administrators can be directly or indirectly involved in the implementation process. Implementation is what actually happens in practice as compared to what was supposed to happen. However, Ogar and Awhen (2015) explained the term curriculum implementation as the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed. The learner is the central figure in the curriculum implementation process. Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. There might be a dialectical link between corruption and the TVET curriculum implementation, as corruption has crept into virtually all aspects of the country's economy including TVET programmes.

In general, Corruption is a form of dishonesty or criminal activity undertaken by a person or organization entrusted with a position of authority, often to acquire illicit benefit, or, abuse of entrusted power for one's private gain. According to Begovic (2005) the most promising definition of corruption is one made by Vito Tanzi which stated that corruption is the intentional non-compliance with the arm's length principle aimed at deriving some advantage for oneself. Corruption in TVET education is the pervasion of the expected standard of behaviour by those in authority in the TVET system for their own personal gain to the detriments of others and the system in its pursuit of quality manpower and national development. Onwuka, (2009) stated that corruption in the political life of a nation is a tragedy while corruption in the educational sector is a double tragedy. Because the educational sectors determine the economic growth of the nation. The urge to be involved in corrupt practices is prevalent among Nigerians. Slow pace of development, financial constraint, inadequate infrastructure, poor links between Industry and TVET Institutions, inadequate practical sessions, inadequate and irregular maintenance of equipment, inadequate in-service training can arise as a result of corruption in the TVET system thus, hampering effective curriculum implementation in TVET programme. Most of these inadequacies are as a result of financial embezzlement and corruption for selfish interests. Funds assigned for necessary TVET developments are not well allocated, accrediting bodies who are supposed to query the inadequacies give in to bribes and corruption. Hence, implementation of TVET curriculum becomes ineffective and needs to be rebranded to be effective.

Rebranding is one of the spices of a thriving product. Rebranding is the creation of a new look for an established product. The usual goal of rebranding is to influence people's perception about a product or service by revitalizing the brand and making it more modern and relevant to the customer's needs. Rebranding in the context involves repositioning of Technical and Vocational Education Training (TVET) and its vision, updating TVET programme and expanding the scope of TVET programme in Nigerian Tertiary Institutions.

Nigerian Tertiary Institutions comprises of Universities, Polytechnics and Colleges (They are Public or private owned). The research is delimited to Nigerian Universities offering TVET

programme in Enugu State. They include: University of Nigeria, Nsukka and Enugu State University of Science and Technology. The research focuses on the need to re-brand implementation of TVET curriculum to curb corruption in Nigerian Tertiary Institutions.

1.1 Statement of Problem

It is observed that the performance of TVET graduates has not been encouraging. The Education received has not been enough, it only enables the recipient to seek for job rather than become an employer of labour. This problem might be as a result of TVET curriculum not been effectively implemented as a result of corrupt practices. Different corrupt practices on the part of the accrediting bodies, the curriculum implementers and institution administrators may hamper effective curriculum implementation in TVET. To solve this problem, corruption practices in the TVET sector must be identified and stopped, and this can be done by re-branding TVET curriculum implementation. Hence it becomes pertinent to re-brand implementation of TVET curriculum to curb corruption in Nigerian tertiary institutions.

1.2 Purpose of the study

The overall objective of the study is to identify ways of re-branding implementation of TVET curriculum to curb corruption in Nigerian tertiary institutions. There were two specific objectives, namely:

1. Identify the problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Universities.
2. Identify ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities.

1.3 Research Questions

The following research questions are posed to guide the study

1. What are the problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Universities?
2. What are the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities?

1.4 Hypotheses

The following null hypothesis will be tested at 0.05

Ho₁: There will be no significant difference in the mean responses of TVET lecturers and instructors on the problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Universities.

Ho₂: Significant difference does not exist in the mean responses of TVET lecturers and instructors on the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities.

2 METHODOLOGY

The study adopted descriptive survey research design. Descriptive Survey design was necessary as the study sought opinions of Lecturers and Instructors in TVET. The area of study was Enugu State, Nigeria; involving the Universities offering TVET programmes. The institutions include; Enugu State University of Science and Technology (ESUT) and University of Nigeria, Nsukka (UNN). The population for the study (N) was 185; made up of 101 lecturers, 84 instructors. 46 Lecturers and 45 Instructors from ESUT, 55 Lecturers and 39 Instructors from UNN.

Table 1*Participant characteristics*

	%	N
Lecturers	54.6	101
Instructors	45.4	84
Total	100	185
UNN Lecturers	29.7	55
UNN Instructors	21.0	39
ESUT Lecturers	24.9	46
ESUT Instructors	24.4	45
Total	100	185

2.1 Instrument for Data Collection

The questionnaire used for this study was developed by the researchers. The questionnaire was titled Re-brand Implementation of TVET Curriculum to Curb Corruption (RITCCC). This questionnaire had 24 items and it was the instrument used for data collection. The response categories of the instrument used are Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA), which were assigned numerical values of 1, 2, 3, and 4. The instrument was subjected to face and content validation by two lecturers from the Faculty of Vocational and Technical Education, University of Nigeria, Nsukka and one expert from the Department of Technology and Vocational Education, Enugu State University of Science and Technology to attest the appropriateness of the instrument in measuring what it intended to measure. The internal consistency of the instrument was computed using Cronbach Alpha reliability formula and it yielded a value of 0.79. The data was collected by administering the questionnaire directly on the respondents by the researchers and two research assistants.

2.2 Method of Data Analysis

The data collected from the study was analyzed using mean for answering the research questions and t-test for testing the hypotheses at probability level of 0.05 and 95 degree of freedom (df). Any item with a mean value of 2.50 and above implied agreed while any item with a mean below 2.50 was considered disagreed. Data analyses were carried out using IBM Statistical Package for Social Sciences (SPSS) version 22. The statistical tools employed are mean, Cronbach's alpha and Independent samples t-test. The SPSS was used to determine the mean and Independent samples t-test. For the test of significance, the probability (p) value was used in comparison with the alpha value of .05, and at other relevant levels.

3 RESULTS

Table 2: Mean and t-test analysis of problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Universities.

S/N	Item Statements	X	Decision	t-cal	Df	Sig.	H ₀
1	Financial Constraints as a result of corruption	3.13	A	.854	13	.408	NS
2	Corruption on the part of accrediting bodies	3.60	SA	.981	13	.345	NS
3	Unavailability of necessary laboratories/workshops as required by the N.U.C due to corruption	2.53	A	.258	13	.800	NS
4	Inadequate in-service training because of corruption	2.60	A	1.635	13	.126	NS
5	Diversion of Funds meant for maintenance of TVET Equipment	3.40	A	.135	13	.894	NS
6	Lack of patriotism from the curriculum implementers	1.73	D	.987	13	.342	NS
7	Diversion of Funds for TVET programme Infrastructures by institutional administrators	3.47	A	2.026	13	.064	NS
8	Inadequate ICT facilities to make E-learning effective for TVET Institutions due to corruption	3.13	A	.064	13	.950	NS
9	Diversion of Funds meant for Instructional materials	3.53	SA	.258	13	.800	NS
10	Many curriculum developing bodies	1.40	SD	.806	13	.435	NS
11	Unprofessionalism on the Part of curriculum developers	3.27	A	.145	13	.887	NS
12	Diversion of Funds meant to organize practical session	3.67	SA	.694	13	.500	NS
13	Diversion of Funds dispatched for training of Teachers/Technical staff	3.66	SA	.342	13	.738	NS
14	Diversion of Funds dispatched for TVET developments.	3.56	SA	.208	13	.838	NS

Note; X = Grand Mean, t-cal = t-calculated, H₀ = Null Hypothesis, NS = Not Significant, df = degree of freedom, SA = Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Data presented in Table 2 shows that the items with mean values from 2.53 – 3.67 are agreed upon by Lecturers and Instructors of TVET as problems arising from corruption facing the implementation of TVET curriculum while the items with a mean range of 1.40 – 1.73 show that lecturers and instructors of TVET do not agree that they are problems facing the implementation of TVET curriculum. Table 2 also shows that all the 14 items had their significant value to be greater than .05 ($P > 0.05$). This indicated that, there was no significant difference between the mean responses of TVET Lecturers and Instructors in Universities in Enugu state on the problems facing the implementation of TVET curriculum in Tertiary Institutions, therefore the hypothesis which stated that there is no significant difference in the mean responses of TVET lecturers and instructors on the problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Universities was accepted.

Table 3: Mean and t-test analysis of the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities.

Item statements	X	Decision	t-cal	Df	Sig.	H ₀
1. Improving the links between Industry and TVET Institutions	3.30	A	.125	8	.909	NS
2. Providing opportunities for more industrial experience	3.20	A	1.55	8	.173	NS
3. Both infrastructure and TVET curriculum should be revamped	3.20	A	1.55	8	.173	NS
4. Implementation of flexible workable TVET curriculum	3.60	SA	2.83	8	.030	NS
5. Professionals only should develop TVET curriculum	3.10	A	1.00	8	.423	NS
6. TVET Curriculum should be reviewed on a regular basis	3.60	SA	2.83	8	.030	NS
7. Training and re-training should be done in-service to spice up TVET programme	3.50	SA	.611	8	.578	NS
8. Employment of Lecturers and Technologists should be based on Technical competency and not on connection, political influence, nepotism or corruption.	3.30	A	1.45	8	.251	NS
9. Provision of adequate practical session for students	3.40	A	.245	8	.820	NS
10. Regular and adequate maintenance of TVET Equipment	3.50	SA	.611	8	.578	NS

Note; X = Grand Mean, t-cal = t-calculated, H₀ = Null Hypothesis, NS = Not Significant, df = degree of freedom, SA = Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Data presented in Table 3 shows that the items with mean values from 3.10 – 3.40 are agreed upon by Lecturers and Instructors of TVET as the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities while the items with a mean range of 3.50 – 3.60 were strongly agreed upon by Lecturers and Instructors of TVET as the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities. Table 3 also shows that all the 10 items had their significant value to be greater than .05 (P>0.05). This indicated that, there was no significant difference between the mean responses of TVET Lecturers and Instructors in Universities in Enugu state on the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities, therefore the hypothesis which stated that there is no significant difference in the mean responses of TVET lecturers and instructors on the ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Universities was accepted.

4 DISCUSSION OF FINDINGS

The data presented in Table 2 provided responses to research question one, the findings revealed that all the items listed are problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Tertiary Institutions except many curriculum developing bodies. This finding is in agreement with Akindele and Fasakin (2014) who stated that the underlying motivation for corruption globally is human nature, fanned, watered and triggered by some individuals usually, the influential minority who do not allow the majority access to the good things of life. Unfortunately, this poses the intensification of corruption and this hampers the means of effective implementation of TVET curriculum in Nigeria Tertiary Institutions.

The result in Table 3 reveals that all the items listed are ways to rebrand the implementation of TVET curriculum to curb corruption in Nigerian Tertiary Institutions. This is in line with Awojide, Wale, Bello and Ayodeji (2015) who stated that, infrastructure, curriculum and methodology should be revamped, tertiary institutions lecturer should be employed based on qualification not on connection, corruption, nepotism and political influence and there should be opportunities for lecturer training and retraining to upgrade the knowledge of Nigerian Lecturers. This implies that, all these items can be used as a weapon to curb corruption in the implementation of TVET curriculum in Nigerian Tertiary Institutions.

5 CONCLUSION

Based on the findings of the research, it was concluded that there are several problems facing the implementation of TVET curriculum as a result of corruption in Nigerian Universities. Hence, from the responses received from various respondents who supply information on the questionnaire distributed, it has been discovered that Re-branding TVET curriculum can curb the scourge of Corruption in the implementation of TVET curriculum in Nigerian Universities.

5.1 Recommendations

From the results, discussions and conclusions made. The following recommendations are made:

1. The Nigeria governments should improve the links between Industry and TVET Institutions.
2. Regularly in-service training should be organized for TVET staff through seminars, conferences and workshops to make them aware of new happenings in their field.
3. Adequate training facilities should be provided for all TVET programmes.
4. Flexible workable TVET programmes should be implemented.
5. Adequate funds and quality infrastructures should be provided for all Nigerian Universities to offer quality TVET programmes.
6. TVET curriculum should be developed by professionals only.
7. The accrediting bodies should be patriotic and committed to the development of TVET
8. Individuals should be hardworking, patriotic, and committed to their post of duty in TVET programme
9. Government, corporate bodies and private bodies should be adequately enlightened on the need to provide for TVET programmes in acquiring the needed skills and knowledge to prepare the students in the field of works.

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