

## Article

# Training technology and vocational education teachers for the new 9-3-4 education system in Nigeria: Its problems and prospects

V. O. Uwaifo\* and I. U. Uwaifo

Department of Vocational and Technical Education, Ambrose Alli University, Ekpoma, Edo State, Nigeria.

Accepted 15 February, 2009

**The construct of this paper is to ascertain the attendant problems prevalent in the training patterns of vocational and technical education teachers in our various training institutions in the country, and its consequences in the teaching or impacting of knowledge by these trained personnel to the young ones in the post-primary schools across the state and beyond. It also suggested remedies for overcoming the bottlenecks usually encountered during the training process and made work-man-like recommendations for its rapid development.**

**Key words:** Vocational training programme, education in Nigeria.

## INTRODUCTION

The term “vocational” refers to preparations for profession in the world of work. Its definition includes preparation for employment in an occupation for which specialized education is prepared for societal needs and which can be appropriately done in schools. It is a specialized education because courses or programmes are selected by those individual who have a special interest for a particular occupation in a trade or profession, It is commonly defined as education for preparing individuals to earn a good living or simply as “education for work”, therefore making it different from education for life. The training programme of this type of education must be intense and handled only those who know it, appreciate it and live by it (Oranu, 1983).

Technology on the other hand is a way at life and a culture in itself it more than tools, artifacts, machines and process (Uwaifo, 1993). Technology for the purpose of this discourse is taken to deal with man’s attempt to satisfy his wants by human action on physical objects. The training patterns of our vocational and technical education institution in Nigerian have attendant problems and have not been very impressive over the years. Lack of adequate workshop facilities, lack of qualified personnel for these areas, inadequate funding, and the Nigerian factor are some of the bottle-necks militating against the effective training of manpower in these laudable area.

This ineffective training in our in our institutions of higher learning has in no doubt affected the training been inculcated to the young ones in our vocational and technical colleges in the areas of technical and business subjects.

The focus of this paper, therefore, will be to carefully examine the training needs of vocational and technical education in our institution of learning and technical education in our institutions of learning, advance reasons for this training, identify the various training organs - their patterns, mode and methodologies, ascertain the issues for teacher preparation, identify the perennial problems prevalent in the training of teacher, advance remedies in curbing this ugly development and made workman-like recommendations which will help in solving some of the problems identified above.

It is clear from the foregoing that the training need for vocational and technical education is evidently important so that they could adequately coup with the challenging objectives of the programme and thus meeting with the National Philosophy of Education (2004) whose objective includes:

- i.) The inculcation of national consciousness and National unity.
- ii.) The inculcation of the right type of values and attitudes for the survival of the individual and the Nigeria society.
- iii.) The training of the mind in the understanding of the world around us.
- iv.) The acquisition of appropriate skills, abilities and competencies.

---

\*Corresponding author. E-mail: [vuwaifo@yahoo.com](mailto:vuwaifo@yahoo.com).

It is clear from the objectives above that the issue of teacher supply and demand for vocational and technical programme is indispensable as it is both social and economic. Many school of thought believe that it is very expensive to establish and maintain vocational programme when infrastructure, equipment and equipment and cost of training teachers are considered. Another school of thought believe that the major issue is that of the attitude of the society towards skilled programmes. The society prefer intellectually oriented programmes to skilled ones hence sufficient interest has not been cultivated for occupational programme in the Nigerian culture.

### **REASONS FOR TRAINING VOCATIONAL AND TECHNICAL TEACHERS IN NIGERIA**

In Nigeria, teachers had always played important roles in communities and in schools. Therefore the training of teachers has always been of great concern to the government and individuals in the society. For example, there had been very critical comments on the failure of students in the school "fall" in the standard of education, immorality, indiscipline amongst youths in the society, unemployment resulting from unemployable graduates and many other devastating comments resulting from the education of the child. For each of the above negative result on education, the teacher is then expected to cure in addition to other ills of society through the school. Therefore the future of any nation rest in the hands of the caliber of its teachers because the qualities they possess and exhibit today will inevitably be reflected in the behaviour of the citizens of tomorrow. The reason for training Vocational and Technical Education teachers is to be well groomed with enough skills, knowledge and potentials needed for technological advancement. It is therefore very necessary to give substantial attention to the mode of preparing teachers for a technological Nigeria Culture and also monitor the expectations from these teachers.

### **TRAINING ORGANS**

Vocational and Technical Teachers are usually trained under two categories in our training institution.

- i.) Training through the Nigeria Colleges of Education, and Polytechnic: (Physical or Technical).
- ii.) Training through the University: (Science, Technical, Agriculture)

### **Training vocational and technical teachers through the Nigeria Colleges of Education (N.C.E.) or Polytechnic programme**

The holders of the Nigerian certificate in education in any of vocational and technical education are usually trained

in the department of vocational and technical education in most colleges of education and in few polytechnics across the country. Most colleges of education in this part of the world are purely physical in nature that is, they train personnel in the general education subjects: Mathematics, Physics, Chemistry, Biology etc and in few Vocational subject areas: Business Education, Agricultural Education etc. The Colleges of Education Agbor, Warri, and Okene are examples of this type of institution.

Other types of College of Education like Asaba, Akoka etc. are purely for Vocational and Technical aspects. They train personnel to use the brain, hand and mind most effectively for the development of self and society. Most Polytechnic and Colleges of Technology also run Vocational and Technical courses leading to the award of N.C.E. in Vocational and Technical subjects. The Federal Polytechnic Auchi, and the Kaduna Polytechnic Kaduna, were foremost in these areas, but unfortunately the Federal Polytechnic Auchi, has recently scraped this aspect of their programme because they could not meet with accreditation processes.

Admission requirements into these schools are between three and four credits passes in the relevant subjects depending on the school and their admission processes while the period of training is usually not less than three years.

Holders of this certificate (NCE) teach vocational and technical based subjects in the junior secondary school level. They teach Introductory Technology, Business Studies, Agric. Science and other related skilled subjects at this level.

It is pertinent to state that the Vocational and Technical Education programme in the Colleges of Education are not very effective in teacher preparation because of gross inadequacy of facilities, equipments, instrument, inadequate instructors, lack of funding coupled probably with the low sensitivity of administration to facilities and equipments that are inadequate. Students are trained only on available facilities that are as absolute as age, for aspects of their responsibilities in vocational and technical education. In most other colleges, the facilities and equipments are either grossly inadequate, or where few are available they are not installed and put to use or that the equipment are not there at all or that these equipments are put out of use because of our maintenance culture. As a result, what we turn out as graduate in most of our N.C.E. programmes are unskilled personnel who is adequately not governed with the a-z of the contents of the course he has chosen to study. For example, mechanization and immigration in agriculture may be taught through the pages of textbooks in our Colleges of Education that cannot afford the facilities for the practical. Also in Auto-Mechanics, Foundry, Electronics Communication Technology and Computer Science may be taught through text books, pictures or models where available as most schools do not even have these equipment/materials/ machines/ tools etc, to teach these subjects

effectively nor do they have the workshop to house them.

It may not be a surprise to observe a student with a distinction in agriculture at the NCE level who has never touched a tractor or seen a spraying equipment or able to formulate a feed for cow. These are the teachers that are teaching vocational programmes in the nation's secondary schools. The result is that it should therefore not be surprising also to observe a high school grade who obtains a distinction in Agriculture Science in the West African School Certificate (WASC) but cannot distinguish between a rice plant and a grass or a cotton plant and a pigeon peas.

I want to conclude the above observation that the major problem of the abandoned colonial system of education may not be seriously that of the curricular or syllabus but that of the delivery system and assessment technique.

### **Training vocational and technical education teachers through the universities**

In Nigeria, the training of vocational technical teachers at the university for the award of bachelor degree and further higher degree in the areas of the vocational and technical education has not received any impressive support from the University administration. Only few university across the country offer this programme at the under graduate and graduate level in Nigeria. The entry requirements is usually a minimum of five credit passes in the relevant areas and the training period is usually a minimum of four years for the award of a Bachelors degrees and a minimum of 18 months for the award of a masters degree while the PhD degree lasts for a minimum of two academic sessions.

This category of teacher is suitable to teach at all levels of vocational and technical education programme. At this level, the teacher should possess the much needed skills, knowledge, attitude and competence needed for effective transfer of instruction.

Amongst the few universities that offer this programme in Nigeria, only the University of Nigeria Nsukka and the Ahmadu Bello University Zaria, have made some efforts to train few Vocational and Technical Education Teachers in the areas of Agriculture, Technical, Home Economics, Business Education and Computer Education in Nigeria. They have fairly equipped workshop with absolute facilities anyway, and about 50% manpower needed to teach this programme. Only the University of Nigeria Nsukka, until recently, offers this programme at the Masters and Doctorate Post graduate level respectively.

Other Federal and State University:- University of Benin, Benin-City, University of Uyo, Delta State University, Abraka and the Ambrose Alli University Ekpoma amongst others are just struggling to have this programme rooted with attendant problems like lack of workshop, facilities, equipments, tools/machines and inadequate teachers to man these various areas. Most of these schools are doing all within their disposal to curb or

reduce these problems while others are stagnant and do not have the effrontery to improve on their present state of affairs.

The implications of these are teachers, who do not have enough manipulative skills, knowledge and techniques required to adequately teach the young ones who want to be vocationally and technically oriented.

### **BASIC ISSUES TO BE CONSIDERED IN THE PREPARATION OF VOCATIONAL AND TECHNICAL EDUCATION TEACHERS**

The major issues in teacher preparation in the Universities, Colleges of Education and Polytechnic are:

- i.) How relevant are the curricula or the courses taught to the needs of students in the Secondary/Technical/Vocational School/ Colleges? That is, there must be some relationship between the Vocational/Technical programmes in Secondary Schools and that of the Universities, College of Education and Polytechnic.
- ii.) How far are those programmes reviewed and who are the reviewers?
- iii.) How much knowledge of the needs of the students and the national technology do the reviewers possess? How often do they improve themselves?
- iv.) How are these programmes evaluated to ascertain that they are appropriate or well equipped to meet the requirements of the teachers they are to train? Who accredit them and who obtains the reports for programme involvement?
- v.) What type of work experience or practice are the students' teachers exposed to before they graduate? Who evaluate such programme and how correctly evaluated are such programme?
- vi.) How often are field teachers evaluated to ascertain that they are current with changes and innovations in technology? What new innovations do they acquire? Where do they acquire such new programmes and who instruct this new programme to the teachers? How competent are these instructors?
- vii.) Who determines what to teach and how much research in education does he possess?
- viii.) How much of these research efforts does he include in his programme and how often?
- ix.) Who approves this programme and how knowledgeable are they about the prevailing situation in the schools and colleges the proposed programme is to serve?
- x.) How are the students evaluated and how often are they improved through in-service programme to meet changes in technology?
- xi.) Who provide the facilities? How adequate and functional are these facilities and how are they maintained?
- xii.) How competent is the instructor in the knowledge and use of these facilities for effective instruction?

## PROBLEMS OF TRAINING VOCATIONAL AND TECHNICAL EDUCATION TEACHERS IN NIGERIA

Poor societal perception: This is seen in the general apathy shown by the people being caused by the age-old attitude towards the teaching profession in the society. In the past, the Nigerian society has looked down on vocational and technical education teachers and those who practice it are never do wells. This attitude has continued to institute a stumbling block to the progress of implementation.

According to Gambo (1980) there is still a strong tendency towards white-collar job as a result of low status associated with most kind of vocational and technical education. Despite government efforts to establish a sound vocational programme, impact has been made in terms of improving the status. It was because of this cold attitude towards vocational and technical education that a matter relating to its good implementation is often ill treated. It was in the light of this attitude that Ozoro (1982) stated that, some decision makers did not think it was sufficiently important to deserve funding.

The author is of the view that most parents, teachers and policy makers want their children to be Medical Doctors, Accountants, lawyers, Good politicians, Computer Scientist and of course Engineers without thinking of being Teachers. More still, some of us that are teachers are never proud to be one or have never wanted to be, but become teachers because of many adverse reasons. The attitude of societies, communities and individuals alike towards vocational and technical education programmes needs to be changed if improvement is expected in this area.

**Funding problem:** The vocational institution in Nigeria face severe financial problem today because the Industries and individual organization who are the main consumer of the Vocational product are non-chalant about supporting and financing Vocational projects and programmes. These being the case, vocational and technical education do not have enough funds needed to execute developmental project and programmes. It should be known that unlike the liberal act and other general education, vocational and technical education is highly capital intensive and it required huge sum of money to run.

Most of our teachers cannot make any scientific or technical inventions since most of our institutions do not have the equipment and where some of these equipments are available, there is shortage of personnel since competent ones choose to go to the industries to work for better pay.

A lot of capital outlay is required to procure the necessary equipment, machines, tools, facilities and other consumables, which are needed to be stocked in workshops or laboratories for effective instruction. The absence of which may result in the collapse of fully implementing the programme. The financial problem is also making it difficult to expose teachers and instructors to

more training and retraining programmes. The government has not been fair enough with its funding policy on these programmes and unless this attitude is changed, the programme will not only drag or remain stagnant, but will be gradually be phased out from the schools curriculum.

**Inadequate physical/material resources:** In vocational and technical education programmes, buildings and well-equipped workshops and laboratories are of paramount importance, unfortunately, this is not always so in most of our schools: primary, post-primary and tertiary institutions. In most tertiary institutions that offer this programme, the author observed that engineering workshops are used for training vocational and technical education teachers and funny enough; the instructors are also engineering based instructors who do not have any pedagogy skill. Let me quickly point out that engineering and technical education are different areas, as one cannot be substituted for the other for maximum efficiency. While the Engineers aims at the production of materials for use by mail, Technical Teachers aim at training man to effectively teach man in vocational based skilled subjects. It will be therefore wrong for instructors in engineering endeavors to teach Vocational based programmes as in the tradition of most institutions around.

**Mal-administration:** Most of the problems encountered in the field of vocational and technical education programmes in general are grossly caused by poor planning and administration. Madu (1980) noted that by far, the greatest obstacle to a rapid acquisition of Technology in poor countries could he traced to the type and quality of management system prevalent in these countries whereas in developed countries all managers private and public sectors are trained. Technical Managers in developing countries are essentially managers who have grown without any technical back ground or training.

It is quite evident that in Nigeria, those who know little or nothing about the ethics of vocational anti technical education programmes are meant to man such establishment. This has a lot of negative tendencies on the programme.

**Insufficient and poorly qualified technical staff:** The best of theories in education has opined that no educational system could rise above the level of the quality of its teachers. Technical teachers must be highly trained and acquire enough skills in other to make them capable of communicating their skill to others effectively. What presently obtains is that highly skilled vocational and technical education teachers are snatched by industries, which pay good salaries leaving few ones in the teaching profession that are grossly inadequate. This makes for most schools employing mediocre: artisans and technicians to man most sensitive subjects and the result of their product is unimaginable.

Suffice to say that while most departments in most

Higher Institutions are overstaffed therefore making for two or more lecturers to in man one course as it were, Vocational and Technical Departments in all higher institution in Nigeria and other developing countries are grossly understaffed making, for one lecturer to handle two or more courses which is a direct opposite of what obtains in many other departments in the same institution.

**Gross neglect of vocational and technical education:**

Vocational and technical education had been neglected for a long, time because of the negative perception of those who should project it and nurture it to maturity. This is obvious from their action words as well is they are inaction. For example, a few months ago one government agency published the distribution of some fund to the education sector- universities, polytechnics, Colleges of Education, secondary and Technical Colleges. Predictably, the Technical Colleges were rated much less than secondary schools. Also in the university setting, in the allocation of funds to faculties and departments, Vocational and Technical Education are usually treated least in this allocation even by those in the highest level of academic attainment. This is because of their low perception about this programme. At times it would be seen that the perpetrators of these acts do so out of ignorance, but it is difficult to explain it always in that simplistic manner because it is these same people who when it suits their fancy nature, talks glowingly about the importance of vocational and technical education. Then question is, who is fooling who? The negative perception held by society that vocational and technical education is for "drop out" or those who cannot think must change if this country is to benefit from the constant development in Technology and Engineering. This would change tile orientation of parents and students who now drift into Social Science based programmes because they are convinced that these are the only viable courses to pursue in the institutions of learning. Simply put, Adewumi (2000), opined that the reward system is skewed in such a way that nobody cares nowadays how to produce money through industry and hard work. What they perceive as ready money makers is more attractive to them than even the traditional noble profession such as Medicine, Law and Engineering. Nigeria has been described as a Nation in a hurry; she must therefore be prepared to pay the price. After all, the Yoruba adage has it that "whoever want to eat honey inside the rock must not worry about what happened to the blade of his axes".

Our general attitude toward the apathy of "quick wealth or the get-rich-quick syndrome" without hard-work or even the societies disposition towards wealth and wealthy persons irrespective of how these wealth were being acquired, must stop, if we must make positive Technological breakthrough in this society.

**The school factor:** The school itself has not helped in promoting and projecting the good image of Vocational

and Technical Education. For example, in August 2000, the management of Ambrose Alli University Ekpoma, under the leadership of Professor Denis Agbonlahor, ordered that most of the Technical based courses in the department of Vocational and Technical Education should be merged or harmonized with most related courses in the Faculty of Engineering and the courses manned by lecturers in the Engineering faculty. His reason was to reduce the cost of employing more lectures (full-time or part-time) into the department of Vocational and Technical Education.

Within the same period, the management of the University of Benin, Benin City headed by Professor Richard Anao, has also ordered same to the department of Vocational and Technical Education (UNIBEN). It however took the concerted efforts of experts and non-experts in this area to convince these authorities to have a change of heart. Today, though the programme are still being ran at their department in the various schools, it survival especially in meeting NUC accreditation requirements is threatening.

Let me state here that there is a significant difference between training Technical Teachers and Training Engineers, and also to quickly add that no two programme in the University at exactly the same (as believed by this administrators) otherwise they would be merged. The philosophy and objectives of Technical Education is completely different in form, shape, scope, structure and style with that of Engineering. For example, the University of Nigeria Nsukka, that has a well equipped Engineering Department workshop also have a completely separate but fairly well- equipped Technical Education workshop and they do not interchange neither man nor material in both departments. This is because there exist a sharp contrast even when the same machines and equipments may be involved between the methodology of training Technical Teachers and Engineers.

Government poor perception: Between 1981 to 1983 sophisticated machines tools and equipment were imported by the Federal Government of Nigeria from Bulgaria, Hungary Czechoslovakia etc with billions of Naira to most secondary schools across the States in the Federation for the take off of the 6-3-3-4 system of education which laid emphasis on Vocational and Technical Education. Most of these machines including Lathe machines, wood lathe machine, drilling machine, shaping machine, power saw, electric drill etc which depend on electricity to be operated were distributed to most schools without consideration for public or private power system that were not in most of these schools, neither were there workshops to house these items as most of them were littered on the various corridors or on the principals office, garage or in make shift classroom where they were generally left at the mercy of the weather and thieves, without being put in used as workshops has not been built to house these machines, in most schools across the country neither were teachers adequately trained to man this skillful areas before the consideration of its importation.

The result is that 25 years after, most of such machines, tools and equipment has not been installed in most schools and those that happens to survive the mercy of the school principals, Technology Teachers, students and thieves (who actually pilfer these items) are eventually rotting away. This is evidently, a right step in the wrong direction by the Government. Not only that these materials and machines are wasting away, the subject for which these items were imported: Introductory Technology and other Vocational and Technical based courses is hitherto on the verge of being phased out by most secondary schools in the state and beyond if it ever existed there. The few schools offering the subject now is doing so at God's mercy as a lot of problems has be-deviled the programme.

**Training and re-training programme:** Most Technical Teachers have poor training background owing to the problems encountered during the training process. Most technical teachers have never since their practice gone for re-training programme in order to keep abreast with the ever-dynamic technological innovation associated with the ever-changing needs of the society. This essentially would have been done through adequate re-training programmes: workshops, seminars, conference and higher school programmes. Any one who does not follow the dynamics of technology in this 21<sup>st</sup> century will be taken unaware. Most unfortunately, technical teachers do rarely attend such orientation programmes because of the high rate of funding, and the negative attitude of administrators coupled with government low funding policy for this kind of programme. All these discourage the teachers from participating in the re-training exercise.

## REMEDIES

Following the problems usually encountered during the teaching/learning and training of vocational and technical education programme, the following remedies are made towards enhancing training and productivity. The remedies also foster reasons for adequate training of Vocational and Technical Education Teachers at various training level.

- i.) The negative attitude of many parents and students to Vocational and Technical Education should be (hanged by all and sundry, the government, educationist, teachers and students alike, should carry out a campaign or orientation programme towards enlightening the general public on the need for their children to be Vocationally and Technical, oriented in light of the prevailing economic circumstances of the nation and the unemployment rate which is on the increase. Vocational Education will aim to cater for all and sundry who are unemployed as they can earn a living, through their manipulative skills acquired.
- ii.) Government should be more concerned about the quality training of Vocational and Technical Education

Teachers Programme and encourage them with a lot of incentives. Seminars, Conferences, Workshops etc, should be organized for this category of teachers periodically so as to be acquainted with the ever-changing technological innovation. Also, other programmes that could complement the present Technical Teachers Training Programme. (TTTP) should be established and more persons should be given the opportunity to under go this TTTP at all levels, other scholarship programme (local and international) should be encouraged for technical teachers. Teachers in this area are grossly inadequate. This is not a problem of numbers; it is a problem of quality. The problem of getting enough quantity of the right quality. It is not a problem of finding willing-worm-bodies to keep order in the classrooms. The problem is to find enough who can teach vocational technical education subjects most efficiently and effectively.

iii.) Money or fund should be adequately injected into this system of Education if it must succeed. Although poor funding has been a major problem to our National Educational System, that notwithstanding, the author believe that for a country, to achieve a reasonable percentage in Technological breakthrough and be self reliant economically, socially, politically and otherwise, the institutions responsible for training such manpower must be given adequate priority as regards funding. Government should allocate more funds to these institutions by way of subventions. In most developed countries, such as USA, Japan, France, Germany, Britain etc, most Vocational and Technical Education institutions are Sponsored or Supported by industries, individuals, co-operate bodies or organizations in addition to government subventions to enable these institution execute their vocational based programme and research projects and also provide the needed physical resources adequately. Such idea should also be encouraged in Nigeria.

iv.) Vocational and Technical Education as a means of preparing for an occupational field must develop and maintain input standard. Students for example should not be placed in such programmes simply because they have failed in all other educational endeavour. No Vocational and technical Education activity will be effective, unless the students, the Teachers, equipment and supplies, instructional materials and the financing meet certain standards. The objectives must be related to the programme of instruction. The standard should neither be too low or too high for efficient result.

v.) The content of Vocational and Technical Education must be related to the requirements of the labour market. Agheta (1982) pointed out that Vocational training in Nigeria is defective because it lacks practical orientation and that it is in some cases unrelated to the needs of the employers. This could be corrected by setting up an advisory council for Technical colleges, polytechnics, Colleges of Education and University in which employers will be represented.

vi.) The preparation of Vocational anti Technical of mani-

pulative skills should involve a thorough grounding in safety, workshop or laboratory safety instruction for the prospective teachers during training and should include the appropriate workshop laboratory dresses to wear, the regulating of workshop or laboratory routine and the proper use of machine tools and other equipment. The aim of such instruction is to produce teachers who will be able to develop safety consciousness and the appropriate skills needed on the job in their student.

vii.) It is also recommended that the staff who will teach prospective Vocational and Technical teachers should be required to obtain the highest qualifications possible in the field. In other words, as educators responsible for teaching, - manipulative skills, such as Vocational and Teaching Education programme should be highly qualified and possess enough skills and knack.

viii.) The government and school administrators should provide good learning environment. Facilities, machines and other physical resources should be purchased, housed and used judiciously. All Vocational and Technical Education teachers should be acquainted with the principles and practices of using these physical resources most efficiently and effectively.

### Recommendations

In view of the problem highlighted in the paper the author hereby recommends that:

i.) In order to make all teachers complement each other's effort in our march towards technological progress, prospective teachers of general education subjects in institutions which offer Vocational and Technical Education should have as part of their preparation programme a course in foundation of Vocational and Technical Education. This is to enable all teachers have a foundation knowledge of Vocational and Technical Education.

ii.) The Federal, state and local Governments should compulsorily make vocational and technical education subject a foundation programme in all primary and post primary institutions across the country. This is to enable all individual the opportunity to understand and appreciate the importance of this laudable programme to the development of every individual and the nation.

iii.) The Federal Government through the various state ministry of education should as a pilot study convert one secondary school in each local government headquarter to a vocational and technical secondary school where all the wasting and rotten physical resources – machines tools, equipments and materials provide by the federal government between 1981-1983 in all schools within each of this local government be collected from all the secondary school in this local government where they are not been used and judiciously put to use in this pilot vocational and technical secondary school. The basic differences between this kind of programme and the skill acquisition centres set up within some states is that the

students from this Vocational and Technical colleges will have the opportunity to be Technically and Vocationally oriented under a formal school system and have the opportunity to further their education if they so wish.

### Conclusion

The qualitative and quantitative training of teachers for technology development should be the primary concerns of the government and the educational systems a whole. This paper recognizes the indispensable role of vocational and technical education and the qualitative role of teachers of this programme in the development of a nation. It highlighted the reasons for training of Vocational and technical teacher in Nigeria and various training organs and also the issues in teacher preparation. It also identified some problems militating against the effective development of vocational and technical education in Nigeria. Workable remedies, which is hoped to rectify most of the prevalent problems in vocational and technical education, were also advanced. Finally, the paper made some recommendations which when strictly adhered to will help the Nigerian society in achieving the much desired technological break through which is the mainstay in all developed and developing countries.

### REFERENCES

- Aghenta JA (1982). Strategies for the reform of vocational education in Nigeria. Education and development.
- Awotunde PO. (1993). Preparation of vocational technical education teachers for technological advancement in Nigeria, issue problems and strategies paper presented to the campus seminar on Vocational Training concepts in schools University of Uyo.
- Fanfunwa AB (1987). The Nigeria child Technology education. National concord. p. 3.
- Fanfunwa AB (1990). Education in the Developing countries with particular reference to Africa. In Adejumo S.A. (ed) comparative education for Nigeria. Lagos, NERDC press.
- Federal republic of Nigeria (2004). National policy on Education (Revised) Lagos NERDC press.
- Gambo AS (1980). 'Technical education for Rapid development; Nigeria Journal of technical Education. 1&2: 32-34.
- Oranu RN (1983). Vocational Education and Manpower Development Paper presented at the 5<sup>th</sup> annual conference of the Nigerian vocational Association held at Umunze, Nigeria.
- Ozoro O (1982). On the training of technical teachers for expanding technical education in Nigeria secondary schools. West African Journal of Education 10(1): 145.
- Uwaifo VO (1993). Teaching and Training modalities in technical subjects, paper presented at the campus seminar. Department of Vocational teachers Education, University of Nigerian Nsukka.