

## **Delivery and Challenges of Vocational Teacher Education at Ahmadu Bello University, Zaria**

**Abdullahi Muhammad Teke**

Department of Educational Foundations, Faculty of Education , Sokoto State University

---

**ABSTRACT:** *The paper is meant to examine delivery and challenges of Vocational Teacher Education programme of Ahmadu Bello University (ABU) Zaria. The popularity of ABU goes beyond Nigeria and West Africa. It is among the three first generation universities in Nigeria. It has a Faculty of Education which is generally concerned with teacher education in the university. Under it, there is a section that is primarily concerned with Vocational Teacher Education in the university. For better understanding of the nature of the study the paper conceptualizes the major concepts in the study which include; concepts of vocational education and vocational teacher education. It was observed that, the vocational teacher education in the university follows some strategies in the process of delivery these include; theoretical aspects of the training which is done through various courses offered in the departments and general education, this use to be accompanied by Teaching Practice (TP), Students' Industrial Work Experience Scheme (SIWES), Industrial Attachment, Field Trip and Practical. The vocational teacher education is run by two departments viz; Business Studies, Vocational and Technical Education and Home Economics. The Programme in the university is faced with some challenges which include; problem of funding, learning facilities, shortage of qualified vocational education lecturers, poor public perception and apathy, low information and technology compliance curriculum. It is therefore suggested that, Ahmadu Bello University should supply adequate resources to the technical and vocational education unit of the university. alongside with a budgetary allocation to the sector in order to cater for its recurrent expenditure in the training processes. The curriculum taught in other vocational education sector should be reviewed to meet the demands of the labour market as done by the Home Economics unit and be able to incorporate computer competence.*

**KEYWORDS;** delivery, challenges, Ahmadu Bello University, faculty of education, vocational education vocational, teacher education.

---

### **INTRODUCTION**

Ahmadu Bello University is one of the renowned universities in Nigeria, its prestigious name and impact has crossed bordered Nigeria. It trains students in various aspects of human endeavour, ranging from Education, Health Science, Natural Sciences, Agricultural Sciences, Engineering, Law, Arts and Social Sciences, among others. The training of students in the Faculty of Education is aimed at producing competent and qualified teachers for various disciplines in Nigerian schools and beyond. Vocational Education is a sector that requires teacher

training in order to be able to translate theory into practice and make learning efficient and effective. Uwaifo and Uwaifo, (2009) opined that 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.

According to National Policy on Education (FRN, 2013), Technical Vocational Teacher Education refers to professional education of teachers implemented according to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to effectively perform their tasks in the classrooms, schools and the wider community. Technical Vocational teacher education includes the education and training occurring before commencement of service (pre-service) and education/training during service (in-service or on-the-job training). It is a study on programmes that skillfully prepare people for effective performance on practical tasks. It involves the acquisition of skills and competencies that can help individuals to function productively in industrial and commercial occupations (Wapmuk, 2011).

For the undergraduate pre-service training to be successful in the university, each student is expected to offer academic courses of not less than 150 credit units in addition to that, the student must attend teaching practice for a duration of one semester. In addition, Business Studies Education and Home Economics students are expected to attend Students' Industrial Work Experience Scheme (SIWES) for a period of one semester. While Agricultural Science students go on for Industrial Attachment for a semester, in addition to practical conducted in laboratory and farms by Business and Agricultural Science students respectively. The aims and objectives of these strategic programmes were clearly elaborated in the paper. It therefore offered some useful suggestions which might assist towards the successful vocational teacher education programme in the university.

### **Ahmadu Bello University Zaria**

Ahmadu Bello University (ABU) is a federal government research university located in Zaria, Kaduna State. ABU was founded on October 4, 1962, as the University of Northern Nigeria (ABU, 2015). The university operates three main campuses: Samaru and Kongo in Zaria, and School of Basic Studies in Funtua. The Samaru campus houses the administrative offices, sciences, social-sciences, arts and languages, education, environmental design, engineering, medical sciences agricultural sciences and research facilities. The Kongo campus hosts the Faculties of Law and Administration.

The university is named after the Sardauna of Sokoto, Alhaji Sir Ahmadu Bello, the first premier of Northern Nigeria. The university runs a wide variety of undergraduate and postgraduate programs (and offers associate degrees and vocational and remedial programs). The university has a large medical program with its own Teaching Hospital, one of the largest teaching hospitals in Nigeria and Africa.

ABU continues to occupy a particularly important place among Nigerian universities. ABU can claim to be the largest and the most extensive of universities in Sub-Saharan Africa. Currently, it covers a land area of 7,000 hectares and encompasses 17 academic faculties, 3 colleges of Agriculture, a college of medical sciences, a postgraduate school and 106 academic departments 16 research institutes (abu.edu.ng). It has demonstration secondary and primary schools, as well as extension and consultancy services which provide a variety of services to the wider society. A large number of students are enrolled in the university's degree and sub-degree programs, drawn from every state of Nigeria, from Africa and from the rest of world. The university has nurtured two institutions: Bayero University Kano and the Abubakar Tafawa Balewa University of Technology, Bauchi. Some 27 tertiary institutions made up of colleges of education, polytechnics and schools of basic or preliminary studies are affiliated to it.

### **The Faculty of Education Ahmadu Bello University**

The Faculty of Education of the university came into existence in 1968. But before then, department of Education had existed as one of the departments in the faculty of Arts. At that point in time, the Department offered programmes in Education, Library Science and Postgraduate Diploma in Education. In 1968, when the Faculty of Education was founded, the department of Education became one of its constituent component with staff strength of about seven, mostly expatriates. It was vested with the responsibilities of designing and implementing curricular that led to the award of degrees, especially B.Ed degrees which were run essentially based on academic structure of two years.

In the course of time, the department grew both in number of academic programmes and staff size. For example, in 1970-1971 academic session, the Bachelor of Science Education programme was started alongside the B.Ed programme. Other programmes later introduced include B.Sc (Ed) Mathematics Education (1970); B.Ed (Mathematics) 1978; B.Ed (Islamic Studies) about 1983 and B.Ed (Christian Religious Studies) in 1990. The expansion continued to induce introduction of other programmes such as B.Ed (Creative Arts); B.Ed (Language Arts) in English and Hausa, B.Ed (Educational Administration and Planning); B.Ed (Social Studies) and B.Ed (Arts and Social Sciences).

With the introduction of the 4-year degree programme accompanied with the credit unit system course structure, the programmes were re-designed to fall in line with the demands of the 4-year degree programme and the course credit unit system. As of then, the Department of Education has seventy-two academic staff and sixteen non-academic staff offering nine academic programmes. Department of Education, is by far the largest department in the entire university. Based on its size, a proposal was made to split the department into four new departments in June 2008. The new departments are as follows:

1. Department of Mathematics and Science Education
2. Department of Educational Foundations
3. Department of Religious Studies and
4. Department of Psychology and Human Development

The Department of Mathematics and Science Education has eight programmes on the ground namely B.Ed Mathematics Education, B.Sc (Ed) Mathematics Education, B.Sc (Ed) Integrated Science, B.Sc (Ed) Biology Education, B.Sc (Ed) Chemistry Education, B.Sc (Ed) Physics Education and B.Sc (Ed) Geography Education and two newly introduced programmes namely B.Sc Computer Education, B.Ed Integrated Science. The new departments and the programmes were all approved by the senate in the year 2008 during one of the preliminary sittings. Also, the National University Commission sent a powerful delegate to monitor facilities meant for the departments.

The latest update in the faculty reveals that it has 8 departments and 23 programmes. The departments are;

1. Department of Art and Social Sciences
2. Department of Educational Foundations and Curriculum
3. Department of Library and Information Sciences
4. Department of Science Education
5. Department of Human Kinetics and Health Education
6. Department of Educational Psychology and Counseling
7. Department of Vocational Education and Technical Education
8. Department of Home Economics.

### **Concept of Vocational Education**

Vocational education is any form of education that has its primary purpose as to prepare persons for employment in recognized occupations. It provides the skills, knowledge and attitudes necessary for effective employment in specific occupation. Okoro cited in Tyowuah & Chen (2019) defines vocational education as education that provides a special programme offered at secondary and post-secondary levels. Vocational education is education for occupational preparation. It is also regarded as that aspect of the total education process that focuses on individual occupation. In their view, Eneyoh, Okon & Okeng (2012) stated that vocation education has six major areas; these include: - industrial technical education, agricultural education, business education, home economic education, distributive education and health occupation education. Nevertheless, the list may include fine and applied arts education and even computer education. By extension, vocational education encompasses both formal and non formal training of an individual that provides knowledge, skills and competences that would enables the trainee to be occupationally worthwhile.

### **Concept of Vocational Teacher Education**

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 (Uwaifo and Uwaifo, 2009). The teacher is a critical resource for implementation and realisation of educational policies and objectives at the practical level of the classroom. They ultimately interpret and implement the policies which are preserved in the school curriculum, designed to actualise the established educational goals (Kennedy, Udoetuk & Ufot, 2017). Okute and Agomuo in Ibelegbu (2013) noted that a teacher is a facilitator of learning; who helps

students to realize their full potentials educationally, emotionally, and socially in career selection and transition.

Therefore, a Vocational Teacher Education in this context is pedagogically trained personnel who possessed the wherewithal to communicate and pass effective instructions to students for all-round development in vocational education training at any level of the nation's educational system. Olakotan, (2015) stated that acquisition of the right range of skills and attitude is hinged on the availability of qualified and competent pedagogically trained teachers in Vocational Education Training (VET) institutions. Therefore, vocational teacher education refers to the process through which vocational education teachers are professionally trained to acquire knowledge, skills and pedagogy that enables them to impart vocational skills and knowledge effectively.

#### **Vocational and Technical Education Department and Vocational Teacher Education Ahmadu Bello University**

The Vocational and Technical Education of teacher training in Ahmadu Bello University is run by two departments, viz; Vocational and Technical Education department and Home Economics Education Department. Vocational and Technical Education has Agricultural Education and Business Education. Originally, the Department started with Home Economics Education programme in the 1976/1977 academic session. A 3-year degree programme in Business Education was started in the 1973/74 academic session. The two programmes (Home Economics Education and Business Education) formed the Department of Vocational and Technical Education. The two programmes lead to the award of B. Sc (Ed) Home Economics and B. Sc (Ed) Business Education.

In the 1978/1979 academic session, a two-year degree programme was started in the Department. This was to meet the demand of the UPE as per the provisions of the National Policy on Education. Only NCE holders with 10 points and above (from then ABU-affiliated colleges of education) were admitted into the 2-year degree programme. In the same 1978/1979 academic session, post-graduate programmes were started in both Home Economics Education and Business Education. These are M. Ed (Home Economics Education) with specialization in Food and Nutrition and M. Ed (Business Education) with specialization in Financial Accounting, Marketing and Office Technology Management (OTM). Furthermore, a Ph. D degree programme in Business Education was started in the same session.

In the 1992/1993 academic session, an Agricultural Education programme was started in the Department. This brought to three the number of programmes in the department – Agricultural Education, Business Education and Home Economics Education. In 2006/2007 academic session, M. Sc (Ed.) Agricultural Education programme was started in the Department. In the year 2016, the Home Economics Education programme became a department of its own. This left the Department of Vocational and Technical Education with two programmes - Agricultural Education and Business Education.

In addition to the regular degree programmes, the Department has a Long Vacation Term (LVT) programme for the two programmes, leading to the award of B.Sc. (Ed) in Agricultural Education and Business Education. The Department has affiliation with many colleges of education.

The training of teachers in Agricultural Science Education in the department starts with theory in the class then proceeds to practical in the farm, laboratory or relevant places. In the process, the student teachers used go on Field Trip as one of the major strategies for exposing students to various aspects of what they learned in the class. With this background, the student teachers go on Industrial Attachment to their relevant areas of specialization like, research laboratory, marketing output, agricultural extension organization and other relevant organized institution outside the school where they practice what they learned in the university. The teacher training is build based on this, by the time teachers are produced based on this they are able to handle both theory and practical aspects of Agriculture and can use the conglomeration of knowledge gained through theory and practical to manage Agricultural activities. The areas of concerned in Agricultural Science Education include; soil science, crop science, animal production, poultry, Agricultural Economy, among others. On the other hand, Business Education is build based on Financial Accounting, Marketing and Office Technology Management (OTM). The student teachers are send for SIWES for a semester.

### **Home Economics Department and Vocational Teacher Education at Ahmadu Bello University**

In the year 2016, the Home Economics Education programme became a department of its own. Before 2016, Home Economics Education was run as a programme that is B. Sc. Home Economics under Vocational and Technical Education Department. The structure of the programme was general Home Economics. Students undertook courses in all the major areas of Home Economics, thus; Food and Nutrition, Consumer Education Home Management, Family and Child Care, Clothing and Textile. This approach prepares graduates to be general Home Economics with no specialization. The implication is that Home Economics being a wide subject area made the graduate jack of all trades but master of known. Therefore, some of the graduate shy away some subject areas when employed, example clothing and textile. In 2016, when Home Economics Department was carried out, it was restructured and six areas of specialization emerged under the programme. The programme now offers, B. Sc. Ed. Home Economics with specialization in the following areas; Nutrition and Food Management, Early Child Education, Family Life Education, Family Resource Management, Hotel and Hospitality Management, Fashion Design and Merchandizing.

By implication, in the first two years of the undergraduate studies, students would offer general Home Economics courses, then by the third and fourth year, students would opt into their specialization are up to graduation.

The aim of the programme before 2016 was basically to prepare (train) learners as Home Economics teachers for the lower level of education. As a result of the restructuring, the learners

are now trained in such a way that they become self-reliant in addition to the teacher training. Considering the state of the nation in terms of poverty and unemployment, the curriculum was restructured to include high skill acquisition that will enable the learners to develop products and services that fosters entrepreneurship and employers of labour and reduce mass poverty and menace of unemployment, with this the students have option on either to teach or follow the skill or combine the two, thus contributing to national economic development.

To ensure skill acquisition, students are motivated and challenged to develop their entrepreneurial ideas during the programme at the departmental level and exhibit where interested members of the society can see it and patronize them. This helps to boost the self-confidence for the learners for entrepreneurship.

### **Delivery of Vocational Teacher Education in Ahmadu Bello University**

Preparation of teachers in Vocational Education at the pre-service level at present is majorly achieved in Colleges of Education (COE), and Universities. The COE, are responsible for training teachers for Upper Basic Education (FGN, 2014), while the universities are responsible for such at the Senior Secondary Education level. FGN (2014) listed Basic Technology, Business Studies, Cultural and Creative Arts, Home Economics, and Agricultural Science as pre-vocational subjects to be taught at Upper Basic Education level, while, Technical Drawing, Applied Electricity, among others are offered at the senior secondary level.

Therefore, for the teaching of the aforementioned subjects to be achieved, competent and qualified teachers are needed in TVET to fulfill the goals of the Federal Government of Nigeria at this level. Hence, the need for pre-service teachers in TVET who are thoroughly drilled with right competencies to be able to teach effectively at these levels. Competencies according to Naanda (2010) are set of knowledge, skills and attitudes that an individual possesses, be it technical or non-technical, and that will enable him or her to carry out specific tasks or responsibilities related to a specific job.

In order to achieve the Federal Government's objectives in producing adequate and competent Technical and Vocational Education Teachers (TVET) in Nigeria, Ahmadu Bello University (ABU) embarked on the training of vocational education teachers in three discipline or subject areas through its department of Technical and Vocational Education and Home Economics, Faculty of Education, these include; Business Studies Education, Home Economics Education, Agricultural Science Education.

The delivery appears under these strategies, Course Work, Teaching Practice (TP), Students Industrial Work Experience Scheme (SIWES) and Field Work.

#### **a. Course Work**

Course work mainly covers all the courses offered by the teacher in training as prescribed by the National University Commission (NUC) Bench Mark as minimum requirement for Bachelor Degree in Education (B.Ed) in respective disciplines. The courses involved all the theoretical and practical courses undertaken by the student teacher while in training. The student teachers on

Direct Entry are mandated to offer not less than 120 credit units before graduation while those admitted from 100 level are mandated to cover not less than 150 credit units before graduation.

During the course work in vocational teacher training at ABU, the students would offer pedagogical courses at Faculty level which are mandated to all students in the faculty, for example, the teaching profession, curriculum and instruction I & II sociology of education, guidance and counselling, educational planning and management, among others. At departmental level, students offer various courses on, nutrition and food management, early child education, family life education, family resource management, hotel and hospitality management, fashion design and merchandizing. Others include, crop and animal production, agricultural economy, fisheries, poultry, financial accounting, marketing and office technology management (OTM).

### **b. Teaching Practice**

TP is a blended programme for all vocational education teachers in the university. It is aim at exposing the pre-service teachers to the world of work. This will enable them to be groomed by in-service teachers otherwise known as cooperating teachers for the purpose of teaching practice. The real exposure of pre-service teachers to secondary schools will bridge the gap between theory and practice and thus afford them the opportunity to acquire pedagogical skills needed to function as teachers upon graduation.

According to National Universities Commission (NUC, 2007) Benchmark and National Commission for Colleges of Education (NCCE, 2015) the following sets of objectives have been established for why teaching practice is a mandatory component of teacher training.

- i. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.
- ii. To provide the forum for student-teacher to translate educational theories and principles into practice.
- iii. To enable student-teachers discover their own strengths and weaknesses in classroom teaching and provide opportunities to enable them address their weaknesses and enrich their strengths.
- iv. To familiarize student-teachers with real school environment as their future work place.
- v. To provide student-teachers with an opportunity for further acquisition of professional skills, competencies, personal characteristics and experience for full-time teaching after graduation.
- vi. To help student-teachers develop a positive attitude towards the teaching profession.
- vii. To serve as a means of assessing the quality of training being provided by teacher training institutions.

The ABU ensures the realization of the above objective through a blended effort between the university and hosting secondary schools (where the student teacher was posted). During the teaching practice the university sends its professional teachers (teachers of teachers) to supervise the activities of the student teacher using a guide (Teaching Practice Assessment Form) in addition to their vast experience in understanding the good job in teaching. The supervisors used to provide comments which required adjustment or keep it up or make direct correction where necessary. The hosting institutions (where the student teacher was posted) through their

management personnel usually ensure punctuality of the student teacher and ensure accomplishment of any task or responsibility given to the student teacher while the academic or teaching staff of the institutions interact with the student teacher both in and outside the classroom for proper guidance on the teaching activities.

**c. Students Industrial Work Experience Scheme (SIWES)**

Students Industrial Work Experience Scheme (SIWES) offered by the university is an offshoot of the Industrial Training Fund whose aim is to promote and encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous manpower sufficient to meet the needs of the economy. Mafe in Oke and Olakotan (2017) described that industrial exposure gives the academics a chance to seek inputs and feedback from practicing professionals who can provide valuable insight into the skills and abilities students would need in their career. The Industrial Training Fund's Policy Document No. 1 of 1973 according to Mafe as cited by Oke and Olakotan (2017) outlined the objectives of the scheme as follows:

- i. Provide an avenue for students in institutions of higher learning to acquire industrial skills and experience during their courses of study;
- ii. Prepare students for industrial work situations that they are likely to meet after graduation;
- iii. Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions;
- iv. Make the transition from school to the world of work easier and enhance students' contacts for later job placements;
- v. Provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice;
- vi. Enlist and strengthen employers' involvement in the entire educational process through SIWES.

**d. Industrial Attachment**

Industrial attachment and work placement encompass a rather formal placement of trainees and students in the workplace with the primary objective of achieving a set of specified learning outcomes that can potentially lead to their employability on completing their education. With the growing challenge with graduates obtaining employment after completion, industrial attachment provides an avenue for students to gain the experience required by employers. With employers continually showing interest in graduates with work experience, industrial attachment is an effective tool that can be accessed to achieve a high level of employability (London School of Management, 2021). In Ghana, Kenya, Nigeria and Botswana, Industrial Attachment was also adopted in efforts to improve the quality of the labour market. The designed industrial attachment programme aimed at creating opportunities for industrial attachment to continuing students from different institutions of higher learning tailored in a way to improve labour market relevance and exposure. Attachments creates a platform for students to assimilate theory into practice, the whole essence of learning is to put into practice the learned theories (Dondofena, Mwenje, & Musenwa, 2020). The Industrial Attachment Training gives the learner an

opportunity to interact and learn from industry, business and the community. This can be done in any organization of a student's choice accepted by the University, in the area of the student's course specialization.

It is worth noting that TP, SIWES, Practicals, and Industrial Attachment are very important in the preparation of quality pre-service teachers in vocational education in ABU, hence there is need to ensure achievement of maximum result in order to instill right competencies in vocational education pre-service teachers. It is therefore envisaged that, if quality supervision of TP, SIWES, Practicals and Industrial Attachment is carried out, quality teachers would in no doubt be produced in TVET across board.

### **Challenges of Vocational Teacher Education at Ahmadu Bello University**

In spite of the goals and objectives of Vocational Teacher Education and knowledge acquired through the various courses offered (mostly theory) in the university by the teachers in training, the vocational teacher education programmes in ABU is still bewildered with some constraints.

**Funding problem:** The vocational institutions 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. In ABU the support is not coming from anywhere and the practical is not only in one area. Each of the six specialized area in Home Economics and Agricultural Science Education requires practical. For instance, practical on; food, child care, marriage and family life, crop production, livestock production among others, but the lecturers in charge used to mobilize students to provide for the practicals whereas their money were recovered after the sales of the products. 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 arts and other general education, vocational and technical education is highly capital intensive and it required huge sum of money to run (Uwaifo and Uwaifo, 2009). ABU is not an exception to this problem, the departments saddled with the responsibilities of running the vocational teacher education are not receiving special package to cater for their peculiarities from other liberal disciplines departments in the faculty.

Okeke and Eze (2010) stated that insufficient finance is a realistic and practical factor inhibiting the implementation of Technical and Vocational Education Training sector is holistically on science education. Too much emphasis is placed on TVET, but little is done to improve the teaching/learning of TVET programmes in Nigerian institutions. Inadequate funding of vocational institutions has caused the turning out of half-baked graduates because there is no fund to build and maintain workshops, laboratories or even purchase modern equipments (Aghenta, cited in Okoye & Arimonu, 2016).

**Shortage of Qualified Vocational Education Lecturers** - To ensure quality staff ABU has laid down principles in recruitment of teachers' which aimed at ensuring right selection of qualified teachers. The area of worry or concern is the number of teachers in vocational education teacher

---

training, it is inadequate in consideration of number of programmes and students in the departments at the same time looking at the number of courses to be taught in each semester. For instance, in Agricultural Science Education specialists are required in Soil Science, Crop Science, Animal Production, Poultry, Agricultural Economy among others, so applied to Business Education and Home Economics. Kennedy, Udoetuk and Ufot (2017) observed that in most of the Nigerian teacher training institutions the number of qualified vocational education teachers for each specialized area is in short supply. It is an indisputable fact that without quality vocational education teachers, practical works which is an essential component of vocational education teacher programme will be difficult to implement. For instance, Home Economics Department of ABU has eight tenure staff which is grossly inadequate considering the number of courses offered by the department. To save the situation the two departments collaborated with various other units, divisions and departments of the university such as NAERIS, Agricultural College, DAC, Institute for Agricultural Research, National Animal Production and Research Institute (NAPRI) and former students from the department who are currently lecturers at Federal College of Education, Zaria. All the collaborators served on voluntary services.

Acquisition of skills requires that strict attention and supervision should be given to every student. In other words, individualized instructions become very difficult during practical's due to shortage of qualified vocational education teachers and this affects performance of both the teachers and students as teachers are made to teach many vocational education courses. Many people who are qualified to teach vocational education courses have always abandon teaching for other better jobs that have prestige and better remuneration.

**Inadequate Equipment and Infrastructural Facilities** - Most vocational education departments in our higher institutions do not have well equipped laboratories, workshops and usable infrastructures. Where these exist, they are grossly inadequate, obsolete and in a dilapidated state. The training in ABU is facing numerous problems, there is shortage of space (laboratory) for the practicals, sometimes students conduct their practicals under shades or classrooms. Alternatively, where laboratory can be used the students have to conduct the practical in batches. A practical laboratory that was built in 1974 for five Home Economics students is currently been used by a minimum of 80 students in a class today. Because of the restructuring the department now has increased students' enrolment. Oduma in Kennedy, Udoetuk and Ufot (2017)) posited that what is seen and referred to as TVET laboratories in various institutions today are eye-sores as the laboratories only have items or equipment that were provided at the point the departments were established. Opeoluwa in Dokubo (2013) indicated that only 40% of tertiary institutions in Nigeria have laboratories or workshop spaces for TVET programmes. He further stated that 60% of other institutions do not have laboratories or workshop spaces and this affects the low quality of technology programmes in higher institutions. For instance, in ABU Home Economics Department no laboratory for Cosmology, the department supposed to have dye-pits for tie-dye fashion design which is lacking. There are many equipments that would be required in the course of the training, but they are not available sometimes the lecturers have to improvise. Opeoluwa, concluded that this situation is partly responsible for the reason why it has been increasingly difficult to run experiments effectively

for students and thus making the teaching and research in TVET difficult. Afolabi in Kennedy *et al* (2017) observed that the classrooms and offices in most of the institutions were inadequate in terms of decency, space, ventilation and insulation from heat and further noted that the incinerators and urinaries were not conveniently placed, and the school plant was poorly maintained.

The conclusion is that the situation is partly the reason it has been very difficult to carryout experiments effectively for students. This has also made teaching and research in science and technology difficult and therefore the country was producing insufficient and ill prepared technical and vocational education graduates for driving the technological and socio-economic development of Nigeria.

**Poor Public Perception and Apathy to Technical Vocational Education and Training -** Technical Vocational Education and Training (TVET) in Nigeria have a very low image and there is need for a turn around on its perception for public acceptance. Observations have shown that many parents especially the elites, the rich and the political class do not encourage their wards to make TVET a career and those people who opt probably for TVET programme either by accident or chance are not motivated or encouraged because the society does not place any significant value or dignity on the programme (Kennedy, Udoetuk and Ufot, 2017). In Nigeria today, how many ministers, senators, vice chancellors, governors, local government chairmen, professors and even teachers of TVET do encourage their siblings to enlist for TVET certificates? Rather, they prefer them to study courses like Engineering, Pharmacy, Medicine, Law, Accounting etc. Therefore, boosting the image of government, TVET should be a serious concern to TVET practitioners, institutions and other stakeholders.

In ABU the vocational education teacher training suffers the same scenario where most candidates were enrolled by accident as such the department in-charged is among those having a small number of students compared to other departments in the faculty. Most of the time low interest on study area does affect the performance of student teachers, because interest and motivation which are very important factors of learning are not fully present. Though, the restructuring in Home Economics Department which takes effect in 2018 has significantly rose enrolment figure in the department compared to prior period.

**Low Information and Communication Technology Compliance Curriculum -** Student teachers leave school armed with theoretical knowledge without practical skills in handling computers. The quality of TVET teacher education remains the cornerstone of any technological educational system. Yet, TVET teacher education institutions in Nigeria have not effectively responded to the need to integrate information technology throughout the teacher preparation programme. Most teacher training institutions in Nigeria lack computer hardware for training purposes. Teachers are not exposed to introductory courses in instructional technology and basic computer knowledge thus; new teachers have limited knowledge of how to work in a technology-enriched classroom or how to use technology in their professional practice (Nzeako in Kennedy, Udoetuk and Ufot, 2017) ).

ABU offered general education to all students in the faculty as preparatory training for teaching. Vocational education teachers in training required additional computer training in the department to enable them to become computer compliance. The programme is skill based where computer plays a vital role. The educational technology offered at faculty level by the students might not contain the most required ingredients for computer compliance in vocational education teacher training.

**Curriculum of Technical and Vocational Education** -The curriculum of a subject with practical content is generally organized into an average of 67% for the theoretical classes and 33% for workshop. Olunloyo (2002) noted that one of the issues confronting the design of appropriate curriculum for technical education is preparing students for the shift from the fordist to Information Communication and Technology (ICT) paradigm in technology practice.

The slow pace of industrialization and technological growth in Nigeria can be attributed to the widening gap between science and technology as a result of the inability of technical education to adequately utilize the scientific ideas to promote technology. This suggests the need to overhaul technical education curricula in Nigeria. The overhauling of the curricula may not necessarily translate to the production of highly literate technical education experts of ready-made graduates for the industry which may result in rapid industrialization or economic growth of the nation unless solutions are proffered to some constraints that may militate against positive outcomes, but will adequately equip our youths with the relevant skills needed for their daily living.

Ojimba (2012) identified six problems associated with the current curricula in Nigeria. They are:

- i. The curricula are based on foreign model which has evolved under ideal conditions (staff, equipment, infrastructure, training opportunities, etc) that are not easily duplicated in developing countries.
- ii. There is a basic lack of textbooks in the area and most of the available textbooks have foreign background and often illustrated with examples from outside the local environment.
- iii. There is usually a shortage of highly competent indigenous teaching and support staff with sufficient practical experience of technology.
- iv. The curricula are adjudged to be too academic and overloaded with intellectual content in pure science and mathematics at the expense of basic engineering and technology.
- v. Inadequate provision of humanities, social sciences, business management concepts and entrepreneurial skills development. Because of the inadequate preparations of the students for the industry, some employers retain the graduates to make them productive in their organizations.
- vi. The teaching approach follows the conventional method of transferring knowledge across through the lecturer reading out to the students, who would then take down notes. The educational system continues to place considerable value on this method of teaching.

## CONCLUSION

It is worth noting that Teaching Practice, SIWES, Practicals, Field Trip and Industrial Attachment are very important components in the preparation of quality pre-service teachers in vocational education in ABU, hence there is need to ensure achievement of maximum result in order to instill right competencies in vocational education pre-service teachers. It is therefore envisaged that, if quality supervision of TP, SIWES, Practicals and Industrial Attachment is carried out, quality teachers would in no doubt be produced in TVET across board. The university should therefore overcome or minimize to the barest minimum the existing challenges in the area of vocational teacher education so that the aim to produce competent teachers can be achieved, the teachers that can translate theories to practice and provide the required manpower in the labour market. To achieve this, the study has offered some useful suggestions which might uplift the standard of vocational teacher education in the university.

## Suggestions

The study offered the following suggestions;

1. Ahmadu Bello University should supply adequate resources to the technical and vocational education unit of the university. Inadequate funds affect the provision of essentials such as, well equipped laboratories and workshops, relevant textbooks and training manuals. Similarly, the university should make a budgetary allocation to vocational teacher education sector in the university to cater for its recurrent expenditure in the training processes, as demand is always there to purchase; chemicals, seeds, animals' care, food items for practical, fabrics for textile design, among other laboratory, workshops and farms equipments for different practicals.
2. There is the need for ABU vocational teacher education sector to extent its collaborative effort to establish good relationship and linkages with similar institutions abroad as this will promote cross – fertilization of ideas and enhance transfer of knowledge and skills on vocational education. By doing this the institution will have access to new developments, exchange programmes and other numerous benefits available at those institutions whose vocational education programmes are well developed.
3. The departments concerned with the vocational teacher training should periodically review the curriculum taught in vocational education sector in order to restructure to meet the demands of the labour market and student teachers' development as done by the Home Economics unit and be able to incorporate computer competence
4. The vocational teacher education sector in the university should be more innovative and publicize its productive potentials both within the university and beyond. This would go a long way in attracting public attention and support as well as increase students' enrolment.

## Reference

- Ahmadu Bello University (2015). Archived from the original on 9 July 2015. Retrieved 8 July 2015
- Dokubo, C. & Dokubo, I. (2013). Identifiable problems inhibiting the effective management of vocational education programme in Nigeria Universities. *European Scientific Journal*, 9(22), 1857-7431.

- Dondofena, J. Mwenje, J. & Musenwa, L. (2020). The Industrial Attachment Programme - History, Benefits, Challenges and its Adoption in Zimbabwe: A Review. *Asian Journal of Education and Training* 6 (3); 412 - 420
- Federal Republic of Nigeria, (2013): National policy on education (revised). Lagos: NERDC
- Genevieve, A. (2017). The Role of Teaching Practice in Teacher Education Programmes: Designing framework for best practice. *GLOBAL JOURNAL OF EDUCATIONAL RESEARCH* VOL 16, 2017: 101-110
- Ibelegbu, N.A. (2013). Information and communication skills needed by business studies teachers in junior secondary schools in Adamawa State. Unpublished M.Ed Dissertation, University of Nigeria, Nsukka.
- Kennedy, G. W. Udoetuk, U. S. & Ufot, S.I. (2017). Challenges of Technical Vocational Teacher Education and Teaching in Nigeria: The Need or Intervention. *International Journal of Education and Evaluation*. 3 (7): 2489-0073.
- London School of Management, (2021). Industrial Attachment And Work Placement – Its Usefulness In Vocational Education. Retrieved Online From; <https://lsme.ac.uk/blog/industrial-attachment-and-work-placement-its-usefulness-in-vocational-education>
- Ojimba, D.P.(2012). “Vocational and Technical Education in Nigeria: Issues, Problems and Prospects” Dimensions. *Journal of Education and Social Research* Vol. 2(9).
- Oke, J.O. & Olakotan, O.O. (2017). Preparation of Quality Teachers for Effective Technical and Vocational Education and Training in Nigerian Schools. *International Journal of Adult Education Learning and Continuing Education IJALCE* 1(1):177-182
- Okeke, B. C & Eze, C. P. (2010). Repositioning vocational and technical education for the 21<sup>st</sup> century: Implications and challenges, *Journal of Vocational and Adult Education*, 7(1), 58- 67
- Okoye, R & Arimonu, M. O. (2016). Technical and Vocational Education in Nigeria: Issues, Challenges and a Way Forward. *Journal of Education and Practice*. 7(3): 113-118
- Olakotan, O.O. (2015). Assessment of employability skills possessed by prospective graduates of technical colleges in mechanical engineering craft practice in Lagos State. Unpublished M.Ed Dissertation, University of Benin, Benin City
- Olunloyo, V.O.S. (2002), *The Challenges of Globalization for the Design of Technical Curriculum in Developing Countries*. First Edition, University of Lagos Press.
- Tyowuah, M. N. & Chen, J. O. (2019). The Importance of Vocational and Technical Education in Nigeria’s Development. *International Journal of Vocational and Technical Education Research* (5).5: .34-41.
- Uwaifo, V. O. & Uwaifo, I. U. (2009). Training Technology and Vocational Education Teachers for the New 9-3-4 Education System in Nigeria: Its problems and prospects. *International NG O Journal* 4 (4): 160-166
- Wapmuk, L. S. (2011). Technical and vocational technical education and training for sustainable development of Nigeria. A Keynote Address Presented at the 24<sup>th</sup> Annual National Conference of Nigerian Association of Teachers of Technology (NATT) at Federal College of Education (Technical), Umunze, 17th – 21st October, 2011.

Yakubu, N. (2010, February, 7): NBTE boss raised alarm over the continuing reduction in the population of technical and vocational teachers in nation's school system. Punch newspaper 43 – 44.