

VOCATIONAL AND TECHNICAL EDUCATION ORIENTATION AND INSTRUCTION FOR JOB CREATION AMONG YOUTHS AND THE UNEMPLOYED IN NIGERIA

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ABSTRACT: *The paper looked at vocational and technical education orientation and instruction for job creation among youths and the unemployed in Nigeria. Vocational and technical education is the foundation upon which the skills of workforce are built, without a great further progress in vocational and technical education orientation and instruction, we cannot hope for future employment and reliant graduates with the required skills and flexibility for a fast growing industry in the global age. Vocational and technical education as an instrument for job creation for youths and unemployed in Nigeria. It is on this recognition that the researcher focused attention on the following sub-headings to address the topic: Rationale for vocational and technical education orientation and instruction; vocational systems packages for instruction; utilization of equipment and facilities for instruction for job creation; vocational and technical education orientation and instructional methods for job creation among youth and unemployed; and problems of vocational and technical education orientation and instruction. It was based on these reviewed literature that recommendations were made for job creation for youths and unemployed, It was recommended that adequate fund should be made available to fund the orientation and instruction of vocational and technical education programme for job creation for youths and unemployed among others.*

KEYWORDS: Education, Vocational, Technical, Instruction Orientation, Creation, Youths, Unemployed Job.

INTRODUCTION

It is generally acknowledged that meaningful national development can be achieved only when vocational and technical education programmes are structured to equip learners for the effective performance of their duties in the world of work. The objectives of vocational education include: the provision of appropriate skills and competencies; provide career information that will assist individuals relate their interests, needs and abilities to occupational opportunities; produce vocational educators who will impact the needed skills and competencies to others; and to inculcate the right vocational attitudes and values for the survival of individual in the society.

The aims of technical education as stipulated in National Policy on Education (2004) stated that technical education should provide trained manpower in the applied sciences, technology and commerce particularly at sub-professional grades; provide the technical knowledge and vocational skills necessary for agricultural, industrial, commerce and economic development; produce people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience in engineering and other technologies; give training and impart the necessary knowledge, skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant and enable our

young men and women to have an intelligent understanding of the increasing complexity of technology. The broad educational goals of vocational and technical education distinguish it from 'vocational training' which is directed to developing the particular skills and knowledge required by a specific occupation or group of occupations (UNESCO, 1978).

For more clarification of the terms vocational and technical education UNESCO and ILO in 1984 compared the definitions of the terms as stated below:

Vocational education is education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs. Vocational education usually provided at upper secondary level, include general education, practical training for development of skills required by the chosen occupations, and related theory. The proportions of these components may vary considerably but the emphasis is usually on practical training.

Technical education is the education designed at upper secondary and lower tertiary level to prepare middle-level personnel (technicians, middle management and at university level, to prepare engineers and technologists for highest management level. Technical education include general education, theoretical, scientific and technical studies and related skill training. The components of technical education may vary considerably depending on the type of personnel to be prepared and the educational level.

The definition of vocational and technical education tends to pose problems of classifications based on the level of entry, level of work, proportion of theoretical and scientific studies and emphasis on practical training. To avoid such debates in the classifications and to improve the development in this type of education, the current trend in education and practices is to use a single term 'technology education' to embrace all such education programme. The term technology deals with the application of knowledge in the solution of practical problems of every day living. Technology education especially, aims at developing techniques devices, procedures and the process for doing things. Obviously, theoretical and scientific studies and related skills training are required for job creation among youths and unemployed. These components will vary according to the level of education and nature of occupation and career being considered. In other words, while science is concerned with 'knowing' technology aims at getting things done and done efficiently (UNESCO, and ILO, 1984).

Vocational and Technical Education Programme. The vocational and technical education courses which are contained in the current secondary school curriculum should emphasize the development of occupational instruction and awareness in students. Exploratory, manipulative, classroom and laboratory experiences should be offered in a wide range of occupational areas. The experience can be very helpful to the youth in planning more realistically for careers and job creation. Perhaps, it may be necessary to schedule students for one period each week in such occupational areas as health, business, manufacturing, marketing and distribution or in any area that is available in the locality.

It is possible to develop saleable skills by the student who plans to leave school at the end of the Junior secondary school. When such students are known teachers and counsellors can assist them by determining the areas they want to explore and follow that up with training for a specific entry-level job. It could be so arranged that the industry provides the skill training while the school compliment with related academic studies. The ultimate goal of vocational and technical education orientation and instruction programme is job creation among youth and unemployed individual in more advanced orientation and instruction. Orientation in this

study is helping a person to get acquainted with the school programme and educational, vocational and technical education opportunities and requirement while instruction can be seen as giving vocational and technical education information on how to do or use the equipment and facilities, an instructional books and manual to attain the desired objectives of vocational and technical education for job creation among youths and unemployed individual in Nigeria.

The Rationale for Vocational and Technical Education Orientation and Instruction

A good percentage of learners who go to school leave school before completion of the senior secondary school. To resolve this problem, vocational and technical education orientation and instruction is needed to keep learners in school until they can develop such skills, knowledge and attitudes that will keep them profitably employed. More over, the increasing population of the society added to the explosion in technological development, complexity in conditions of life, and specialization of functions vis-a-vis the decreasing role of the family in coping with its guidance functions, dictate that guidance services should be provided in a more organized form as orientation and instruction to save the situation (Okorie, 2000).

The purpose of vocational and technical education orientation and instruction includes assisting individuals in choosing, preparing for, orienting, giving information on how to do or use equipment tools, entering upon and making progress in occupations to prepare citizens for occupational and political citizenship by providing knowledge of occupations, helping the worker to understand himself by orientation and instruction, other workers in his occupation and other occupations; to secure better co-operation between the school and industries, commercial and professional concerns and to adapt the schools to the needs of the students and the community as well as provide equal opportunities for all students (Okorie, 2000).

Vocational and Technical Education Orientation and instruction should be so instituted as to reveal to the youths his own capabilities and the nature of the world of work and to enable him to make the proper correlation for happy and useful living. The orientation and instruction should focus on the careful study of the individual and the information or training that learners are given before starting a new job. An orientation and instructional course supplying information on how to do or use workshop equipment and tools. Vocational and technical education orientation and instruction should also focus on the presentation to the trainees of the varied opportunities and responsibilities of his future life in connection with his area of choice, together with the constant use of an adequate system of rewards. In addition to a formal system of vocational and technical education orientation and instruction in the schools, the programme should seek co-operation with civic, business, social and religious agencies.

There has been tremendous changes in the work force situation in the society which justify the need for orientation and instruction. Not only has the society changed from agricultural to industrial, there have also been changes in the industries - automation which suggests that the individual should be guided in making wise and quick training, orientation and instruction to accommodate these changes, quick occupation re-orientation and decision if he is to gain or retain employment in a fast changing society.

Vocational and technical education orientation and instruction is also necessary today for civic and political life. Population explosion, crime, ignorance, strifes, and all forms of voices plague the world today.

Vocational and technical education orientation and instruction is of such a nature that it can be organised or incidental. It can also be for an individual or for groups of people. It is essential

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to promote understanding, co-operation and progress among individuals in private sector, people about set-up business of their own; entrepreneurs, nations and organization.

Vocational and technical education orientation and instruction has played vital roles in maximizing individual welfare. It should be extended beyond the borders of schools and should include people of all ages in our society.

Vocational Systems Packages for Instruction

Probably the singularity most concentrated effort in improving vocational instruction has been brought about by 17 state instructional material laboratories. These laboratories package materials for classroom use. Through this effort which is estimated to involve an expenditure of close to a million dollars a year, it would seem that instructional materials for almost every occupational area would be refined into an instructional system. This definitely is not the case, however, and the task of keeping teaching systems and learning packages for the several hundred vocational occupational areas up-to-date is simply overwhelming.

After many abortive attempts, those engaged in vocational and technical curriculum development have organized within the American Vocational Association (1970) in a separate section-the organization of curriculum specialists dealing with their common interests. The one hundred plus members of this national group are determined to co-ordinate their efforts and to maintain a linkage so as to exchange information and eliminate much duplication of work.

Paramount in the task of disseminating instructional materials produced by the state instructional material laboratories is the quarterly publication. Abstracts of instructional materials in Vocational and Technical Education. The American Vocational Association in the spring issue listed 284 different materials. The total cost of all 10 issues of microchip collection was approximately \$500 which, if produced separately in hard copy, would have cost several thousand dollars. Not to be confused with the efforts of the state instructional material laboratories are those of individual researchers who have attempted to package materials in various ways to facilitate instruction and learning. Robert and Travers (1973) pointed out that the most current instruction is centering on linear programming and that the future may see integration of programmed instruction and other teaching techniques within a systems approach to orientation and instruction for creating job among youths.

An attempt to tie the systems approaches developed by individuals together with those of the state instructional materials laboratories reveals that the potential of the two efforts appears quite unrelated. Larson (1964) in Robert and Travers (1973) proposed the creation of a physical facility called a Technology Resource center which would serve as a focal point for maximizing and expanding such work. The center would be developed through an office of Education contract and would include a technology facility for orientation and instruction for job creation among youths, a resource facility and a computer center. The technology facility would capitalize on the expertise of business and industry in upgrading vocational and technical education teachers in technology; the resource facility would record the technology in terms of instructional packages, and the computer center would be used to individualize the package content for the student learner through computer-assisted instruction. Moreover, an evaluation component would be built into the orientation and instructional system to provide a closed loop-effort to assure assessment of the output. Such a technology resource center has not been

implemented in any state or region, however, perhaps because it is too advanced in concept or because it would be too expensive to create.

Utilization of Equipment and Facilities for Instruction for Job Creation

It is not surprising to find that the study of audiovisual aids for teaching manipulative skills and individualizing instruction is upper most in the minds of vocational and technical researchers. The mere limitation of teaching hardware in most workshops and laboratories requires that some form of individualization be considered by the teacher. In other words rarely can students be interested on the same type of equipment at the same time simply because there is not enough equipment. A little-known of instructor-operated educational TV, but one which rather thoroughly tested this aspect of television was conducted by Stout (1963) cited in Robert and Travers (1973). The television system employed was a low-cost fixed-camera type installation. The instructor operated the entire system without a production staff. The purposes were to determine whether selected parts- mathematics, electron theory, general physics and slide rule operation-of the electronics technology course could be taught by television, and to make a complete and detailed analysis of low-cost television that would be feasible for operation in a local school system. It was concluded that 1) the uses of an educational television program depend on thoughtful and detailed planning; 2) educational television systems need not always include the use of sophisticated equipment; 3) the maintenance cost can be kept low; 4) low-cost fixed-camera TV seems feasible if at least 50 additional students can be taught with the system 5) there should not be students in the room from which the program is emanating and 6) students learn mathematics, slide rule general physics and electron theory as well by TV as by having the instructor in the room.

The variety of approaches represented by studies focusing on equipment and facilities ranges from the consideration of programmed texts for teaching vocational and technical education if the incorporation of instructional equipment and devices.

Vocational and Technical Education Orientation and Instructional Methods for Job Creation Among Youths and Unemployed

These vocational and Technical Orientation and Instructional Methods includes: Programmed instruction

Programmed instruction is the most recent, although it is most limited in terms of application. The essence of this method is to make it possible for a trainee to acquire the knowledge required for his job by training at his own pace. Generally, the lessons are programmed to suit trainees. The material is broken down in such a way that it becomes easy for the trainee to understand it. The trainee answers after each lesson while the machines tell him if he is right or wrong. Companies use a machine a book or manual. Some of the companies in computer field like the RMAX computers and the IBM use this method for training vocational and technical trainees and computer programmers.

On the Job Training

The employee learns as the master produces. The trainees learn from the master as the master work on the machine. This type of training is conducted either by the employee's immediate supervisor or by an expert from any department of the organisation. The employee uses the same machines, equipment, tools, devices or the same environmental constraints under which he will have to operate. What he produces while learning is a contribution to the day's efforts.

Vocational and technical educator in orientation and instruction employ on-the-job- training in their varies programme to educate their trainee in institution and vocational and technical education centres.

Orientation and Instruction for Vocational and Technical Education Freshers

Orientation is helping a fresh trainee to get acquainted with the vocational and technical education programme, and opportunities. For a trainee who have acquired the minimum skills required for their levels or their jobs, it is expedient to give orientation and instruction on the vocational and technical education programme. The orientation and instruction will enable them learn more about vocational and technical education programme to assist them cope with the new level or task of the new job.

There are different ways that individual or group carry out orientation and instruction during vocational and technical education programme. Some of these projected and electronic media that are used in orientation and instructional programme are discussed under the following sub-headings:

Projected Still Pictures

These exists in formats like slides and film strips. A slide is a frame of picture that is bound by card mounts and the common form is the 2-by-2 inch slide. It can also be referred to as a small-format photographic transparency individually mounted for one at-a-time projection (Heinich et al, 1985). But the film strip is usually a roll of 35mm transparent film made up of a series of related still pictures intended for showing one at a time. The film strip is made up of a set of pictures that can illustrate diagram on being screened and is usually accompanied by a written script which can be read aloud by vocational and technical educators as he shows the pictorial diagram to the students (Ughamadu, 1997).

Slide Projector

Slide projector is used for presenting instructional content on a slide. It requires electricity for its operation and hence it is a form of projected and electronic media. While it is regarded as a hardware, the slide that carries the instructional content is the software. Many of the 2-by-2 inch slide projectors have drums, trays or cartridges in which the slides are arranged for orientation and instructional purpose. Some of the projectors have remote control and with this the presenter/instructor can advance or reverse a slide sequence. Some slide projectors have automatic change device that changes slides at a prefixed speed intervals.

This form of slide projector can be hooked with cassette tape recorder. In this set-up, the narration of the slide sequence is recorded to synchronize with the automatic change of the slides. But when the slide projector is not hooked with a recorder, then the instructor will have to describe each slide frame that is projected into a screen (Ughamadu, 1997).

Multimedia Presentation

Multimedia combines objects such as text, graphics, video, animation and sound to represent aid convey orientation and instructional messages. In a project-based method of vocational and technical education teaching and learning, workers and trainee acquire knowledge and skills by designing, planning and producing multimedia product.

Many teachers find that students are multivated to learn when they can use technology to present the results of a rich project or activity. The multimedia presentation contains content conveyed by the student's selection of media. The teachers of vocational and technical education in training can look at examples of projects and lessons, at internet sites housing collections of student samples. Some examples of multimedia presentation include:

- Creating a web page or site
- Developing a branching hyper media stack
- Using a multimedia slide show application to create a computer presentation
- Shooting and editing video to create a computer generated movie.

Telecomputing Projects

Harris (2001) stated that telecomputing projects are internet-enriched learning activities that often involve students in one location collaborating with students or adults in one or more other locations. They may share, among other things; vocational and technical education experiences, beliefs, data, information; problem-solving strategies and products they have developed or jointly developed. Telecomputing tools; include email, electronics mailing lists, electronic bulletin boards, discussion groups, web browser, real-time chatting, audio and video conferencing. Online resources include websites, interactive environments and remotely operated robotic devices. Judi Harris provides a variety of telecomputing project web page.

Problems of Vocational and Technical Education Orientation and Instruction.

Training Youth and Staff

There is a paucity of training youth and staff in vocational and technical education. obtaining vocational and technical education competent in many field is difficult since qualified youth prefer lucrative position in the companies to teaching or training jobs which they consider as having less prospects.

Availability of Sufficient Industries for Training

As a result of the slow pace of industrialization and the closure of the existing companies, there are few industries that could provide sufficient on-the-job training for numerous job seekers. Orientation and instruction for job creation cannot be effective without these companies. Moreso the few industries are owned by private individuals and some by government agencies, which are not always willing to extend their facilities to outside firms or to institutions. In addition, the great diversity in industrial fields makes it difficult for firms to train their workers in training station or schools which are not directly related to their own line of production. Furthermore, students from higher institutions find it difficult to secure suitable job during their work experience periods. This has resulted to the undesirable situation whereby vocational and technical education students are posted to the ministries where their practical skills are not fully utilized. Besides, the existing industries prefer employing skilled hands for effective production by orienting and instructing them for the new job in their industry (Okorie, 2000).

Finance

Finance has been the major problem of vocational and technical education in all institution. The huge amount of money needed to purchase equipment and necessary machines for orientation and instruction for job creation is a perennial one, especially as regards the heavy financial cost involved in such training in vocational and technical education. In addition to the mentioned point, many industries are unwilling to release the necessary funds to support the training, orientation and instruction in vocational and technical education programme.

Equipment and Facilities

Equipment and Facilities are needed for any vocational and technical education programme in Nigeria. Nigeria as a developing country has not embarked on the manufacture of equipment and facilities for vocational and technical education. The equipment imported are needed for production usage of vocational and technical education workshops, these equipment needs maintenance and repairs and obsolete equipment also require replacement. Many machines may be damaged, and out of use for a long time until parts are ordered from country of manufacture.

Attitude of Trainees

Majority of the trainees do not easily submit to orientation and instruction because of various reasons. In the same vein, the present day youths constitute a very strong problem in orientation and instruction. These youths lack interest in orientation and instruction, lack of interest in instruction or training may result from lack of knowledge about vocational and technical education and it may result in lack of benefits associated with such orientation and training. There is also the question of re-entry problem. The trainee on returning from a course, experience a feeling of frustration when he finds that the newly acquired knowledge has no chance of being put to use.

Recommendations

It is based on the sub-headings of the reviewed literature and problems highlighted that the researcher recommended the following :

- 1 Adequate fund should be made available by the government to assist the vocational and technical education programme, educators to organise orientation and also provide instructional equipment for job creation for youths and unemployed.
- 2 Vocational and technical education teachers should always organise orientation and instructional programme to train and educate trainees and workers on modern trend in vocational and technical education.
- 3 The government should improve on the state of equipment and facilities to assist the vocational and technical education institutions to attain the required standard in workshops and vocational centres.
- 4 Institutions and vocational and technical education create links, alliance and partnership with international bodies and vocational and Technical Education instrument and equipment manufacturers to provide and donate necessary equipment to assist the vocational and technical education programme in Nigeria.

- 5 Curriculum of Vocational and Technical Education Programme should be reviewed and modified to accommodate some of changes in vocational and technical education programme to bridge the gap created by the changes in modern technology in Nigeria.

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