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**PARENTS' DISLIKE FOR VOCATIONAL AND TECHNICAL EDUCATION IN
NIGERIA: CAUSES, EFFECTS AND REMEDIES**

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Abstract

The purpose of this study is to discuss the origins, impacts, and solutions to parents' dissatisfaction with vocational and technical education in Nigeria. Among the reasons mentioned are the need to find long-term solutions to the artificial walls and gaps that parents have constructed between western education and vocational and technical education in Nigeria. To address the age-long aversion of parents and the attitude of discouraging their children from vocational and technical education in Nigeria, this study identifies the roles performed by parents and the consequences they have had on their children Regarding all governments' efforts to provide vocational and technical education to the population.

Introduction

Prior to the arrival of missionaries in the pre-colonial era, individuals living in specified geographic and demographic areas of Nigeria relied on the vocations of hunting, fishing, and farming as part of an early scavenging, itinerant, omnipresent, and assiduous life. As primitive as life was, they had to fulfill the requirements of everyday existentialism by being occupied in either searching for food or hunting for protective weapons, which culminated in the idea of settling by living in groups

or clans which provides a haven. This made it easier to characterize how family life affects procreation. Every day of primitive life was filled with the laborious effort of preparing for battle or defending their lands from wild creatures. Increased population through settlement directed different needs of different individuals, resulting in the need for different occupations, which eventually led to vocations to be practiced with apprenticing the upcoming, growing youths of the time, as a tradition passed down from one generation to the next.

Vocational Training

Archibald Callaway, an authority on the Nigerian apprenticeship system, appropriately described it in Fafunwa, A. Babs (1974) His extensive apprenticeship training system originated as part of a larger educational process in which Nigeria's indigenous civilizations passed down their cultural heritage from one generation to another. A family's "owned" skills were highly regarded, and secrets were jealously guarded in some fields, such as native medicine, as they still are today. Evidence of skill transfer within families remains high. A Birom blacksmith on the Jos Plateau or a Yoruba in Ibadan will tell you that his family has been blacksmithing for generations. Even an ordinary hamlet will reveal that pottery-making, for example, revolves around specific families, with the skills transmitted by a mother to her daughter or niece, a father to his son or nephew, depending on the customs of the area.

It is fair to state that the purpose of education in traditional societies is character development and career orientation. We may generally split the numerous traditional vocations into three categories:

Agricultural education encompasses farming, fishing, and veterinary science., weaving (baskets and cloth), smithing (iron, silver, gold, etc.), hunting, carving (wood and bronze), sculpturing, painting and decorating, carpentry, building, barbering, drumming, dancing and acrobatics, hair plaiting, dress making, boat making, leather-working, soap-making, singing, pottery-making, mat-making, bead-working, gold-washing, iron-ore working, threshing, glass-making, brass-working, dyeing, Esusu collecting (banking), catering, Professions include doctors, priests, witch doctors, government servants, village heads, chiefs and kings, tax collectors, heralds, judges, councilors, police and messengers, shrine-keepers, soldiers, and so on (Fafunwa, A. Babs, 1974). Vocational training in traditional society is mostly based on the apprenticeship system, which has been used for generations to educate millions of African teenagers and adults. To ensure discipline and attentiveness, children are typically trained by relatives, expert craftsmen in specific fields, or acquaintances, rather than their parents,

Agricultural Education:

Ejigbo District of the Osun Division in Western Nigeria during the pre-colonial period, Matthew Ogundijo interviewed persons over 70 years old in what may be described as an attempt to 'snatch history from the jaws of death'. His results, some of which are reprinted here, accurately reflect the character of traditional schooling in Nigeria at the time. As agriculture was and continues to be the backbone of the Nigerian economy, students were taught how to grow decent crops.

The necessity for product trade would not have been essential if certain sorts of businesses and

artisans had not emerged, as these classes of people had no time to create their own productive farming. The market then served as a location where farmers, traders, and artists could meet their needs. With the increasing rise of agricultural output and the difficulty of the district's local marketplaces to use up all the produce, farmers started shipping their goods elsewhere.

Conceptual framework

Trades and crafts: In every little town, village, and hamlet in Nigeria, there is an apprenticeship program in place that is still very popular today. Callaway reported that in 1963, there were at least 246 blacksmiths in Ibadan alone. "With the exception of the formal school system, the largest program involving the education of youth in Ile Ife is that of the apprenticeship schemes of small crafts and businesses," noted McDowell in 1968 during his research of educational forms and processes in the region. A study conducted among small firms in June 1968 revealed that 1,407 apprentices were enrolled in certain trades.

The prerequisites for enrolling in an apprenticeship program differ significantly depending on the kind of organization. The age range of journeymen and apprentices working under master's is 9 to 40 years old, with 96% of them being between the ages of 12 and 25. The formal education requirements differ substantially depending on the sort of business, but they are generally variable as well. Interviews with masters and representatives of various craft unions and associations have also made it clear that the expansion of the formal school system does not conflict with the apprenticeship system overall; rather, most masters aim to hire as many highly educated apprentices as possible, especially in more highly technical and literacy-required businesses (such as printing, Among the hundreds of Nigerian villages that still rely on the apprenticeship system as a crucial means of vocational education are Ile Ife, Ejigbo, and Bida. Indeed, there would be millions of unemployed young men and women in Nigeria today rather than thousands, if it weren't for the traditional educational system that still enrolls millions of young people in the country, whether they are literate.

The nation needs to restructure its educational system such that it incorporates both contemporary and classic apprenticeship programs into the larger system or procedure. The curriculum of missionary schools prioritized literary instruction over traditional and vocational education. Since traditional education is designed to address a child's basic needs in a restricted context, several European and American writers have critiqued the limiting goals of this type of education (Fafunwa, A. Babs, 1974).

Causes

1. Due to the vacationists' engagement in vocational and technical education, parents began to view the workforce as filthy, lowly, underpaid, and low status compared to other powerful and wealthy fields like medical, law, engineering, and accounting, where desirable white-collar jobs predominate.
2. Parents in this region discouraged their children from majoring in vocational and technical

education due to the low compensation, low wages, and low salaries associated with this employment. Students in Nigerian higher education institutions' admission lists tend to select humanities, social sciences, law, and education over selecting technical and vocational education. According to Ojimba (2012), Nigerian technical education teachers receive some of the lowest pay and benefits anywhere in the world.

3. The affected parents insisted that their children follow their own path to prevent multiple backwardness in the family because of the government's improper consideration of skilled/trained artisans' lack of standardization and favorable scale on government payroll and salary schedules, which allowed them to also advance up the ladder like other cadres.

4. Due to their spouses' excessive exposure to the demands of the government or private sector, which leaves them unable to fulfill their domestic responsibilities, and their children's increasing requirements, parents are pushing their kids toward high-paying careers.

5. The introduction of social media and technology in developed countries, as well as the production of automobiles, electronics, and modern equipment with low capacity to obtain and acquire such personal properties, caused parents to become alienated from their children overnight by orchestrating, trumpeting, and echoing the cacophony and ululation of quick success into the ears of their wards at home, instilling in them a get-rich-quick syndrome.

6. Parents who had never handled a mechanical tool or thought that people who work with tools are never successful socialized their children to despise artisans by completely rejecting any involvement in vocational and technical education. In actuality, the administrators of technical and vocational education, whether they are professionals or teachers. Those in charge of vocational and technical education—whether they belonged to the teaching profession or were professionals in practice—were publicly viewed as failures. This resulted in a poor response rate from students in practical orientation classes at schools.

7. Lack of altruistic policy makers in the country. It is determined that the curricula are excessively scholarly and dense with intellectual material, prioritizing pure science and mathematics over fundamental engineering and technology.

8. Every contact period should have more of a practical orientation than the traditional way of reading aloud to the students and having them take notes.

Effect

1. Growth and development that is delayed and spontaneous. The hordes of young people should be educated by now if the country followed the indigenous educational model engaged in extensive scientific initiatives with a practical focus.

2. Lack of industrialization. By now, the nation's overall history of trade and crafts ought to have naturally transformed the youth into an industrialized nation that exports goods to other nations.

3. Lack of respect for the new workshops established in government secondary schools, where equipment was robbed and stolen until it was empty due to a dearth of students interested in the disciplines. Automobile mechanics, building construction, civil engineering, carpentry and joinery, creative/fine art, electrical installation, electrical/electronics, furniture making, fitter

mechanics, vehicle body building, welding, and fabrication, etc. are among the many fields of operation covered in vocational and technical education.

4. It is noteworthy that there is a global demand for people with skills in welding, plumbing, and automotive repair. These are economically viable careers that may help operators get excellent positions in government agencies, major private and individual businesses, international corporations, and oil companies.

5. Most private secondary schools do not publicly support or promote vocational and technical education since parents may start pulling out their kids one by one out of concern that the school will impose their will on them.

6. The best way to reduce youth unemployment in the nation is through vocational and technical education, but this answer has been derailed and ignored because the government is unable to address the issue at hand.

Remedies

1. A revitalization, renaming, and restructuring of Nigeria's native educational system.

2. Complete government participation, without lip service, using all media outlets in every corner of Nigerian territory must use encouraging slogans to persuade parents to let their kids pursue technical and vocational education since, in the end, it will be the nation's salvation as it moves toward industrialization.

3. creation of vocational and technical education facilities, complete with instructors and teachers, in each local government area within the federation, so that young people could readily obtain training.

4. Teachers and instructors in vocational and technical education receive training to teach at the facilities.

5. Providing trainees with certain, consistent, monthly incentives during the training time would encourage the kids to focus on learning rather than chasing shadows.

6. Introduction of more contemporary technical and vocational programs as they become available globally to keep up with the latest advancements in technology.

7. Must use encouraging loans to persuade parents to let their kids pursue technical and vocational education since, in the end, it will be the nation's salvation as it moves toward industrialization.

8. Creation of vocational and technical education facilities, complete with instructors and teachers, in each local government area within the federation, so that young people could readily obtain training.

9. Teachers and instructors in vocational and technical education receive training to teach at the facilities, providing trainees with certain, consistent, monthly incentives during the training time would encourage the kids to focus on learning rather than chasing shadows.

10. Introduction of more contemporary technical and vocational programs as they become available globally to keep up with the latest advancements in technology.

To mandate the inclusion of technical courses in the curriculum, the Nigerian Education Research and Development Council (NERDC) must make general adjustments to the subject review. It is not mandated as a crucial component of technical education at schools that provide vocational and technical courses. It ought to be included on the list of required topics in schools, much like math and English language are in Nigerian schools. To tackle the enormous work ahead and to ensure that there are enough vocational and technical education teachers employed, educators must also receive specialized training. Only then will schools be able to stop complaining about a shortage of these teachers.

Conclusion/Recommendations

This essay concludes that the artificial barrier established between the advancement of native educational systems and the penetration and dissemination of western. This paper comes to the conclusion that the artificial barrier that was put up between the growth of indigenous education and the penetration and spread of western education could be resolved by harmonizing the two, which would then act as a roadblock for the nation's youth while they wait for our policy makers in governance to offer long-lasting solutions.

As a result, it might permanently solve the unemployment issue and revive Nigeria's entrepreneurial spirit. The cornerstone and foundation of education is what defines a child's prospects. The amount of guidance and instruction a kid receives, along with the caliber of the teaching resources and the availability of a conducive learning environment with a steady supply of food, all contribute to their success. Calculated, planned, and structured physical and health education also brain to be awake and let go of the maximum amount of knowledge and its consequences.

The world of today is no longer archaic. It travels in lockstep with the orbit. These days, education is an ongoing, validated, testable study of environmental influences. Thinking is a quality that forms vision, imagination, creativity, and invention in a learner. These days, none of these are in the best interests of our future generation. In a country where young people are reluctant to apply their practical skills and engage in vocational and technical education, the government must play a major role in reshaping their psychological and social landscape. The parents should adapt to the changing trends because they are unaware that they altered with the post-colonial job structure. Vocational and technical education was clearly outlined as the next course of action after failed industries and the liquidation of all businesses, whether they were government-owned or international, privately-owned huge commercial enterprises that employed millions of Nigerians during the post-colonial period. To prevent the next generation from being entirely dependent on salaries and wages, which defined their parents' lives after independence, and to expose them to jobs with a practical emphasis that are created and performed by individuals.

Before Europeans made contact with Africa in the pre-colonial era, vocational and technical

education was the standard procedure, unwritten, original template, and structured substance of curriculum and instructions of indigenous education in Nigeria.

A country where young people are unwilling to pursue vocational and technical education in order to become innovators is an unsung tale of foolish people chasing after fleeting illusions and shadows. A country where young people desire to get wealthy overnight by using ritualistic methods and illicit actions to obtain money, rather than attempting to gain the information and comprehension required to make a meaningful contribution to the growth of the nation to which they deeply belong.

The education sector is the most important aspect of any economy, and it should be ingrained in and enforced upon the current generation of young people. If housing them in hostelization is necessary to help them reform and rehabilitate their lives, the government should take this action to realign the declining system and trend in Nigeria and preserve the nation's future. Nigeria is producing a rapidly growing population of physically fit but unskilled, mentally undeveloped individuals. In all of the industrialized world's countries, vocational and technical education is the key to a country's successful industrialization and its rescue from failure, a primitive life, and bankruptcy.

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