

**APPRAISAL OF TVET PARTNERSHIP WITH INDUSTRY THROUGH SIWES
AMONG STUDENTS OF COLLEGE OF EDUCATION NSUGBE, ANAMBRA STATE**

BY

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Abstract

The study sought to appraise TVET partnership with the industrial sector through SIWES on vocational skill acquisition among students of College of Education Nsugbe, Anambra State. The study was a survey and was carried out using 147 NCE and degree students who had participated in SIWES programme of 2014/2015 from the School of Vocational and Technical Education, Nwafor Orizu College of Education Nsugbe (NOCEN) and 8 institutional Supervisors from the College. Five research questions and one null hypothesis guided the study. Structured questionnaire was used as instrument for the study. Frequencies, percentages, means, standard deviation and t-test were used to analyze the data collected. Result revealed that majority of the students are females and the students are majorly aged between 18 – 25 years. It also revealed that the objectives of TVET partnership with Industry through SIWES among vocational and technical students are being achieved. It also identified the challenges facing TVET partnership with industry through SIWES and skill acquisition in Anambra State. The t-test analysis of the hypotheses revealed that the null hypothesis was accepted. In line with the findings, it was recommended that vocational and technical education students should be encouraged to secure appropriate placements for SIWES and proper supervision should be given to them to ensure effective vocational skill acquisition in Anambra State.

Keywords: *TVET, Partnership, Skill Acquisition, SIWES*

Introduction

The current high rate of unemployment among University graduates in Nigeria is a predicator of the non-functionality of the Nigerian educational system. The National Policy on Education indicated education as the instrument “par excellence for achieving National development (FRN, 2004). Yet it is evident that the educational curriculum in Nigeria is not effective in achieving the objectives of National Policy on Education. To bridge this gap, technical and vocational education and training (TVET) was introduced as a formal post compulsory education programme that develops knowledge, attributes linked to employment opportunities and skill acquisition. The hope of any nation in economic and technological advancement lies

in effective vocational and technical education and training.

The realization of TVET objectives in skill acquisition, knowledge for employment and sustainable livelihoods in the world of work lies in effective partnership between TVET and the industrial sector. It was against this background that the Industrial Training Fund (ITF) established the students Industrial Work Experience Schemes (SIWES) to provide students with the opportunity and exposure to industrial equipment, machines and atmosphere that will enable them to acquire the needed practical skill, knowledge and competencies through the SIWES programme (Nwoji, 2003; ITF, 2011). According to Osinem and Nwoji (2010), SIWES is a skill-

training programme designed to expose and prepare students of higher institutions for work situations, as they exist in the world of work. SIWES is a very important educational programme in Technical, Vocational Education and Training (TVET) through which graduates are equipped with skills and competencies needed for productive life and self reliance. ITF (2004) indicated that SIWES is a programme in TVET in the Nigerian education system which is a planned and supervised training intervention programme based on stated and specific learning career objectives and it is geared towards, the occupational competencies of the participants.

The major objectives of SIWES among others include to: prepare students for the industrial work experience which they are likely to meet after graduation; provide enabling platform for students in institutions of higher learning to acquire industrial skills and experience in their approved course of study; expose students to work method and techniques in handling equipment and machinery not available in their institution; provide students with opportunities to apply their knowledge in real work situation thereby bridging the gap between theory and practices; enlist and strengthen employers involvement in the entire educational process and prepare students for employment in industry and commerce (Information and Guideline for SIWES, 2002).

SIWES has the potential to advance the human resource development in Nigeria and thus encourage students to acquire the needed employability skills for self reliance. During SIWES, students are attached to industry based supervisors who normally guide students in practical skills and endorse their training log book on weekly basis (Tumba, Yaduma and Umar 2013). The extent of co-operation in the partnership between TVET institutions and industry determines the success of SIWES programme. Institutional-industrial partnership according to Atsumbe (2006) is a contractual relationship between educational institutions and industries toward quality training

programme. It is unfortunate that the objectives of this partnership between TVET institution and industries have not been fully achieved in Nigeria especially among NCE and Degree students of Nwafor Orizu College Education Nsugbe. In line with this presentation, this study sought to appraise the impact of TVET partnership with industry through SIWES for skills acquisition among vocational and technical students of Nwafor Orizu College of Education Nsugbe in Anambra state (NOCEN).

Statement of the Problem

It is evident that many graduates in technical vocational education (TVE) lack employability skills that will make them to be productive members of the society, rather many seek for white collar job which is currently non-existent, again there is a growing concern among industrialist that graduates of higher institution lack adequate practical background needed for employment in industries (Hamza, 2010; ITF, 2011). This gap is expected to be bridged by SIWES. SIWES partnership with industry plays a significant role in human resource development and enables students to acquire the necessary practical skills for effective participation in the world of work. Atsumbe (2006) observed that the objectives TVET partnership with industries through SIWES has not been adequately achieved. The ineffective implementation of TVET partnership with industries through SIWES presents the risk of producing half baked graduates who cannot effectively and productively participate in the world of work. Some challenges have been identified as those bedeviling the effectiveness of industrial partnership with SIWES such as short duration of SIWES which makes it difficult for students to acquire the needed skills; conflict sometimes occur over what is taught to students and what is obtainable in the industries; some students are inadequately trained during the period of attachment as a result of inadequate facilities for training; students were sometimes given other assignment other than their primary objectives. (Okoro, 1997; Osinem and Nwoji

2005; Ekunke, 2008). Most of these identified challenges are indicative of the nature of training given to students during SIWES programme (Ikeoji and Ideh, 2012). These challenges may have contributed to poor achievement of the objectives of TVET partnership with industry through SIWES and underscore why vocational and technical education graduates are poorly prepared to participate in the world of work. In line with this gap, this study sought to appraise the impact of TVET partnership with industry through SIWES for skill acquisition among vocational and technical students of Nwafor Orizu College of Education Nsugbe, (NOCEN) in Anambra State.

Purpose of the Study

The main purpose of this study is to appraise the impact of TVET partnership with industry through SIWES for skill acquisition among vocational and technical students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State. The specific objectives of the study are as follows, to:

1. Describe the demographic characteristics of the students who participated in SIWES of NOCEN in 2014/2015 session.
2. Identify the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State.
3. Identify the strategies for effective partnership between TVET programme and industry through SIWES for skill acquisition among vocational and technical students of NOCEN in Anambra State.
4. Determine the challenges that affect the actualization of the objective TVET partnership with industry through SIWES.

Nwokoye C. F.

Research Question

The study will be guided by the following research questions

1. What are the demographic characteristics of the students who participated in SIWES of NOCEN in 2014/2015 session?
2. What is impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State?
3. What are the strategies to be adopted for effective partnership between TVET programme and industry through SIWES for skill acquisition among vocational and technical students?
4. What are the challenges that affect the actualization of the objectives of TVET partnership with industry through SIWES

Hypothesis

Ho: There is no significant deference between the mean responses of NCE and Degree students on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State.

Research Methodology

The research design for this study is a descriptive survey design. According to Cohen and Manion (1995), survey design is useful in comparing conditions of an on-going activity against pre-determined standard. The population of the study consists of all Degree and NCE students who have undertaken SIWES programme of Nwafor Orizu College of Education Nsugbe and Institutional based Supervisors from the School of Technical and Vocational Education, Nwafor Orizu College of Education, Nsugbe. These comprise of Department of Agricultural education, Business Education, Fine and Applied Art and Home Economics. The entire population was studied because the population is manageable. All the 147 NCE and degree students who had undertaken SIWES programme in 2014/2015 session and 8 Institutional based supervisors from the department of Agricultural education, Fine and Applied Art, Business education and Home economics which summed up to 155 were used for the study.

The instrument for the study was a structured questionnaire and was validated by four (4) lecturers including three lecturers from the department of Agricultural education, Fine and Applied Art, Business Education and the SIWES Co-ordinator of Nwafor Orizu College of Education. Corrections were made on the instrument based on the comments of the validators. The instrument was designed using a four point rating scale. A criterion mean value of 2.50 was set as a standard for acceptance or rejection. Any mean score equal or above 2.50 is accepted, otherwise it is rejected. A

reliability co-efficient value of 0.77 was obtained when Cronbach- alpha method was used to analyze the result of the pilot test. The questionnaires were administered with the help of the course representatives of various departments. A total of 155 questionnaires were distributed but only valid 152 questionnaires were recovered. The data collected was analyzed using frequencies, simple percentages, means and standard deviation. The hypothesis was tested with t-test statistics at 0.05 level of significance.

Results

Research Question 1: What are the demographic characteristics of the students?

Table 1: The frequency and percentage response on the Demographic Characteristics of the Students (N=147).

ITEMS	F	%
Gender		
Male	21	14.29
Female	126	85.71
Type of programme		
NCE	69	46.94
Degree	78	53.06
Age of Students		
Less than 18 years	30	19.74
18- 25 years	79	52.00
25 and above	43	28.30

The data presented in Table 1 revealed that 85.71% of the respondents were female while 14.29% were males. It further shows that 53.06% and 46.94% of the student respondents were in Degree and NCE programmes of the school of Technical and Vocational Education

respectively. Majority of the student respondents (52%) falls within age bracket of 18-25 years; 25 years are above constituted 28.3% while less than 18 years constituted 19.74%.

Research Question 2: Identify the Impact of TVET par *Nwokoye C. F.*
among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra state.

Table 2: Mean Response and Standard Deviation of the respondents on the Impact TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State (N=152).

S/N	ITEMS	X	SD	R
1.	Prepare students for the industrial work experience which they are likely to meet after graduation	2.61	1.19	A

2.	Provide enabling platform for students in institution of higher learning to acquire industrial skills and experience in their approved course of study	2.59	1.08	A
3.	Expose students to work method and techniques in handling equipment and machinery not available in their institution	2.71	1.04	A
4.	Provide students with opportunities to apply their knowledge in real work situation thereby bridging the gap between theory and practices	2.65	1.10	A
5.	Enlist and strengthen employers involvement in the entire educational process	2.89	1.19	A
6.	Prepare students for employment in industry and commerce	2.93	1.02	A

X= Mean, SD= Standard Deviation, R= Remark, A= Accepted

Table 2 shows that all the six (6) items on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra state their mean value above 2.50 criterion point, indicating that the objectives of TVET partnership with industry through

SIWES are being achieved. The standard deviation of the items ranged between 1.04 - 1.19, implying that the response of the respondent were close to each other on the extent to which objectives of TVET partnership with industry through SIWES has being achieved in Anambra State.

Research Question 3: What are the strategies to be adopted for effective partnership between TVET programme and Industry through SIWES for skill acquisition among vocational and technical students?

Table 3: Mean and Standard Deviation Rating of Respondents on the Strategies to be Adopted for Effective Partnership between TVET programme and Industry through SIWES for Skill Acquisition among Vocational and Technical Students (N= 152)

S/N	ITEMS	X	SD	R
1.	There should be a synergy between industrial based supervisor and institutional based supervisor.	2.77	1.15	A
2.	Students should be placed in practical experiences relevant to their course of study	3.11	0.67	A
3.	Proper orientation should be organized for TVET students before SIWES programme	2.89	0.99	A
4.	Industries should properly motivate the participant through payment of monthly allowance	3.31	0.89	A
5.	ITF should increase the allowance given to the student at the end of the SIWES Programme	2.81	1.07	A
6.	The period of SIWES programme should be increased.	<i>Nwokoye C. F.</i>		
7.	I.TF should establish an effective monitoring mechanism for the programme.	2.90	1.07	A
8.	Officials of industries who harass students should be promptly disciplined	2.78	1.09	A
9.	Institutions should confirm the appropriateness of industrial placement before posting out students	3.23	0.85	A

10.	The no of students for placement should be in line with the no facilities in the industries	2.90	1.02	A
11.	The industry should provide safe accommodation for the participants	2.56	0.95	A
12.	Students should be graded based on their performance in SIWES programme	3.07	0.95	A
13.	The students should report their work experience in form of seminar paper and presented in the department	2.66	1.13	A
14.	Loan facilities, subsidies and credit facilities should be provided for students who are interested in entrepreneurship	2.68	1.13	A
15.	There should be a formal industrial based schedule for training participants in SIWES programme.	2.60	1.07	A

X= Mean, SD= Standard Deviation, R= Remark, A= Accepted, NA= Not Accepted

Result in Table 3 shows that fourteen (14) out fifteen (15) items have their mean value above the criterion value of 2.50 indicating that the fourteen (14) items were accepted as strategies to be adopted for effective partnership between TVET program and industry through SIWES programme. The item with the highest mean score of 3.31 is “Industries should properly motivate the SIWES participants through monthly payment”. The item with least mean

value of 2.48 (the period of SIWES programme should be increased to ensure coverage) was not accepted because the mean value was below the criterion mean value of 2.50. The standard deviation for the items ranged between 0.67-1.13 indicating that the response of the respondents was in agreement on the strategies to be adopted for effective TVET partnership with industry through SIWES programme.

Research Question 4: What are the challenges that affect the actualization of the objectives of TVET partnership with industry through SIWES?

Table 4: Mean and Standard Deviation Rating of Respondents on the Challenges that Affect the Actualization of the Objectives of TVET Partnership with Industry through SIWES (N= 152)

S/N	ITEMS	X	SD	R
1.	It is difficult for participant to secure placement in good industries	2.66	1.05	A
2.	The cost of transportation is high	2.97	1.01	A
3.	Some of the students are molested and assaulted sexually.	2.43	1.29	NA
4.	Participants do not have free access to machines and equipment.	2.63	1.13	A
5.	Most industry official are skeptical about students access to important laboratories and factories	2.65	1.00	A
6.	There is ineffective supervision from the industry	<i>Nwokoye C. F.</i>		
7.	There is poor programme monitoring from ITF	2.63	1.12	A
8.	The institutional supervision is ineffective	2.61	1.05	A
9.	Some industries ask participant to pay for IT instead of paying them	2.58	1.09	A
10.	There are limited number of well equipped industries to absorb SIWES students	2.74	1.04	A
11.	Poor students attitude to SIWES programme	3.24	0.86	A
12.	Inadequate orientation for SIWES participants	2.50	0.95	A

13. Poor SIWES co-ordination from schools and institutions	2.76	1.02	A
14. Some industries reject students posted for SIWES programme	2.76	1.09	A

X= Mean, SD= Standard Deviation, R= Remark, A= Accepted, NA= Not Accepted

The result in table 4 reveals that thirteen (13) items out of fourteen (14) items have their mean score equal or greater than the 2.50 which indicated that they were accepted as the challenges that affect the actualization of the objectives of SIWES programme in Anambra State. The item with highest mean value of 3.24 is “poor student’s attitude to SIWES programme. “Some students are molested and assaulted sexually” has a low mean value of 2.43 which is below the criterion mean score of 2.50 and therefore was not accepted. The standard deviations of the items ranged between 0.86 – 1.29, implying that the responses were close to each other on what constitutes the challenges that affect the actualization of the objectives of TVET partnership with industry through SIWES programme .

Hypothesis

Despite the closeness of the mean scores on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra state, it seems needful to determine whether there is any significant different between the mean response of NCE students and their Degree counterpart using t-test at the 0.05 level of significance

Ho: There is no significant deference between the mean responses of NCE and Degree students on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State.

Table 5:Mean Response and Standard Deviation of NCE and Degree students on the Impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra state (N=152).

S/N	ITEMS	N.C.E		Degree	
		X	SD	X	SD
1.	Prepare students for the industrial work experience which they are likely to meet after graduation	2.63	1.19	2.65	1.09
2.	Provide enabling platform for students in institution of higher learning to acquire industrial skills and experience in their approved course of study	2.63	1.19	2.66	1.07
3.	Expose students to work method and techniques in handling equipment and machinery not available in their institution	2.79	1.02	2.74	1.03
4.	Provide students with opportunities to apply their knowledge in real work situation thereby bridging the gap between theory and practices	2.65	1.08	2.79	1.18
5.	Enlist and strengthen employers involvement in entire educational process	<i>Nwokoye C. F.</i>			
6.	Prepare students for employment in industry and commerce	2.88	1.01	2.93	1.06
Grand Total		2.73	1.07	2.76	1.07

Table 5 shows that all the six (6) items on the impact of TVET partnership with industry

through SIWES among NCE and Degree students of Nwafor Orizu College of Education

Nsugbe (NOCEN) in Anambra state have their mean value above 2.50 criterion point, indicating that the objectives of TVET partnership with industry through SIWES are being achieved. The grand mean value for NCE and Degree students are 2.73 and 2.76 respectively. The standard deviation of the

items ranged between 1.04 - 1.19, implying that the response of the respondents were close to each other on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra State.

Table 6: t- test Analysis of the Mean Response of NCE and Degree Students on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra state.

Respondents	N	X	SD	Df	t-cal	t-critical	Decision
NCE	68	2.73	1.0722	142	0.9524	1.960	Accepted
Degree	76	2.76	1.0729				

The result in table 6 revealed that the t-cal (0.9524) is less than the t-critical (1.960) at 0.05 level of significance; the null hypothesis is therefore accepted. The NCE students had grand mean value of 2.73 while Degree students had a grand mean score of 2.76. This shows that there is no significant difference between the mean response of NCE students and Degree students on the impact of TVET partnership with industry through SIWES among students of Nwafor Orizu College of Education Nsugbe (NOCEN) in Anambra state.

Discussion

The findings in Table 2 are in line with the report of Akarue and Odjehor (2012) who reported that SIWES objectives are being achieved in Degree and NCE programme. It also agrees with the report of Aleisa and Alabdulalifez (2002) who observed that the industrial attachment programmed of Riyadh College of Technology had achieved its aim.

The result in Table 3 is in line with the presentation of Ideh (2013) who presented a hierarchical order of strategies for improvement of SIWES programme as follows: Students allowances and stipends should be increased and paid promptly; proper and timely supervision; students should present their SIWES report in form of seminar.

However this finding differs from the presentation of Ideh (2013) who reported that the period of training should be extended.

The result in Table 4 on the challenges that affect the actualization of the objectives of TVET partnership with industry through SIWES corroborated the reports of Onovwacoscha (2012) who stressed that students find it difficult in securing a place for industrial attachment. It also agrees with report of Akarue and Odjehor (2012) who presented some of challenges facing SIWES programme to include high cost of transportation; industries are suspicious of students on SIWES programme; supervision was not effective. Generally, the result of this study is in line with report of NSE (2012) who stressed that SIWES program affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipment and machinery that are usually not available in their institutions.

Conclusion

The TVET partnership with industry through SIWES programme is expected to bridge the wide gap between theoretical curriculum and practical in the world of work. TVET partnership with industry through SIWES generally called industrial Attachment (I.T) provides an enabling platform for students of

higher institution to acquire employable skills, competencies and develop attitudes and abilities that will enable them to be active participants in the world of work after graduation. In line with the above, this study appraised TVET partnership with industry through SIWES program among vocational and technical students of Nwafor Orizu College of Education Nsugbe, Anambra State.

Despite the numerous short-comings and challenges, TVET partnership with industries through SIWES in NOCEN is attaining its objectives. The result of this study is encouraging, so there is need for more co-operations in partnership between all stakeholders in TVET programme and the industrial sector to ensure effective skill acquisition among Vocational and Technical students from the institutions of higher learning.

Recommendations

The positive impact of TVET partnership with the industrial sector through SIWES programme cannot be over emphasized. Despite the huge gains in this partnership, there are still gaps to be bridged in order to ensure a maximum impact on the students in particular and the society in general. In line with the findings, the following recommendations are made.

1. There should be proper supervision of SIWES programme by ITF officials to ensure the optimization of the benefits.
2. Inc *Nwokoye C. F.* training schedule for SIWES participants
3. The government through ITF should increase the allowances given to the students at the end of industrial attachment.
4. Proper orientation should be given to SIWES participants to develop positive attitude towards skill acquisition and SIWES programme.
5. Students should be made to report the outcome of SIWES programme through seminar presentation and marks should be awarded based on seminar presentation and supervision report.

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