

Socio-cultural Challenges and Benefits of Nigerian Vocational and Technical Education: Empirical Evidence from South-eastern Nigeria.

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Abstract

The study investigated the socio-cultural challenges and benefits of Nigerian vocational and technical education (VTE) using empirical evidence from South-eastern Nigeria. A descriptive research design was adopted in carrying out the study. A multistage sampling technique was used to select the 415 respondents for the study. An instrument for data collection for the study was a structured questionnaire developed by the researcher titled: "Socio-cultural Challenges and Benefits of Nigerian VTE Questionnaire". The instrument was validated by experts and a Cronbach Alpha reliability coefficient of 0.923 was achieved for the instrument. Out of the entire 415 copies of the questionnaire administered to the respondents, 403 were completed and returned representing which were used for the study. The data collected were analysed using mean and t-test statistics. The results of the study identified 18 socio-cultural challenges of VTE, 13 specific benefits of Nigerian VTE and 8 strategies for boosting the societal perception of Nigerian VTE. There were no significant ($p < 0.05$) differences in the mean ratings of the responses of VTE lecturers and instructors on the socio-cultural challenges and benefits of Nigerian VTE. Though, the result revealed a significant ($p < 0.05$) difference in the mean ratings of the responses of vocational and technical education lecturers and instructors on strategies for boosting the societal perception of Nigerian VTE. The study among others recommended: increased awareness of the importance and significance of vocational and technical education in nation-building to ensure more enrolment of youths in vocational and technical education programmes in Nigerian tertiary institutions and improved advocacy by various action groups in the education sector for improved government attention and spending on Nigerian vocational and technical education.

Keywords: 1.Socio-cultural challenges, 2.benefits, 3.vocational and technical education, 4.Southeast Nigeria

Introduction

Human capital improvement is paramount to the general financial increase and improvement of any country. One of the important factors of human improvement is the purchase of vocational and technical abilities that's gaining first rate interest throughout the sector. Vocational and technical training is a pre-needful for social, financial and

medical/technological improvement. Nwosu and Micah (2017) defined vocational and technical training as a conjoined time period made from Vocational Education (VE) and Technical Education (TE) and it's the thing of the Nigerian instructional device that offers room for vocational and technical ability schooling, acquisition of ability and provision of good enough medical competence for paintings. According to Effieyen, Asu-Nandi and Achima (2017), vocational and technical training is the sort of training designed to broaden abilities, abilities, know-how, mindset, paintings conduct and appreciation, encompassing information and data wanted via way of means of employees to go into and make development in employment on a beneficial and effective basis. Vocational and technical training is all types of the instructional procedure that involve, similarly to trendy training, the look at of technology and associated sciences and the purchase of sensible abilities, attitudes, know-how and information referring to profession in numerous sectors of financial life.

It is vital to word that vocational and technical training is a shape of training whose number one duty is to educate and put together the recipients for self or paid employment for financial sustainability on graduation. UNESCO (2002) affirmed that vocational and technical training paperwork an critical a part of trendy training for making ready human beings, generally youths for occupational fields for powerful participation within the international of labor so one can sell sustainable improvement and a way of facilitating employment technology and poverty alleviation. According to Inyiagu (2014), a well-based vocational and technical training will permit productivity, beautify competitiveness and sell entrepreneurial interest many of the citizens. This is due to the fact vocational and technical training programmes are described as the ones ability-primarily based totally programmes designed in particular to put together college students for direct access into specific occupations or into a category of occupations and trades. The a hit finishing touch of this kind of programme generally results in a vocational qualification this is applicable to the labour marketplace and diagnosed via way of means of the applicable government which includes ministries and employer's institutions within the country.

The socioeconomic advantage of a useful vocational and technical training in any society is overwhelming. For instance, Inyiagu (2014) said that vocational training promotes the purchase, upkeep and similarly improvement of abilities, abilities and attitudes which permit people to interact in structured and non-structured employment generate earnings and advantage from superior possibilities for social participation. Job abilities acquisition provided via way of means of vocational and technical training is important for an economic system to compete and grow, specifically in an generation of financial integration, transformation and technological change. Greensprings School (2020) additionally diagnosed vocational and technical training because the engine for generation and financial increase within the country.

One of the maximum crucial capabilities of vocational and technical training is its orientation closer to the sector of labor and the emphasis of the curriculum on the purchase of employable abilities. Hence, one of the strategic methods of decreasing poverty many of the human beings of a country is to make sure sustainable activity advent thru vocational and technical training Vocational and technical training stresses development in technology in electronics, electrical, mechanical and vehicle works (Kehinde and Adewuyi, 2015). There isn't anyt any society this is totally with out generation, and the dynamism of generation displays the volume to which society is open to technological development (Isioto, Philip-kpae and Dickson, 2017). Summarily, within the submission of Awo (2016), the relevance of vocational and technical training to countrywide financial improvement consist of its provision of educational offerings in getting to know and schooling centre for the interpretation of goals and thoughts into a hit vocational and technical ventures, constructing technical and conceptual abilities in the person who prepares him for a international of labour, technological development of the country, discount of poverty and idleness, advent of self-reliant and sustainable way of livelihood to recipients, accelerated self and paid employment many of the youths and capin a position adults, development of the same old of dwelling, sustained political stability, decreased crime and lack of confidence amongst young people for assured engagement in effective sports in technical and vocational alternate for a dwelling and financial improvement.

Countries each within the advanced and growing worlds are growing the emphasis they area on enhancing the capability of vocational and technical training structures in reputation of the crucial position it performs in equipping people with applicable abilities and information for the activity marketplace. However, notwithstanding the overpowering roles and contributions of vocational and technical training in technological development and financial improvement of a country, Nigerian vocational and technical training were bedevilled with extraordinary socio-cultural demanding situations. Guaman (2020) defined sociocultural elements in training as customs, existence and values that symbolize a society. More specifically, cultural factors consist of aesthetics, training, language, regulation and politics, religion, social organizations, generation and cloth culture, values and attitudes. The key socio-cultural elements which have a prime effect on training consist of culture, language, religion, degree of training, preferences, and the mindset of society. According to Larson (2018), socio-cultural demanding situations which can have an effect on training are in shape of institution influence, own circle of relatives background, position and standing in society, time, to be had assets and mindset or belief of the society amongst others.

It is vital to nation that the mind-set of the Nigerian authorities and the residents closer to vocational and technical training has now no longer been favourable. This is pondered within the societal notion of vocational and technical training because the training for the terrible and people who in no way do properly in society. Available vocational and technical training programmes in Nigeria are brought the use of out of date equipment and conventional theoretical methods. In addition, the authorities's much less interest to vocational and technical training is one of the predominant demanding situations dealing with vocational and technical training in Nigeria. Aliyu and Abdulfattah (2016) particularly categorised the demanding situations into insufficient investment, scarcity of facilities, and mind drain amongst others. Amadi and Johnwest (2016) said that though, the strolling of vocational training is in no way an clean assignment because it calls for plenty investment, corruption is likewise a extreme difficulty within the gadget inflicting insufficient investment of vocational and technical training. Nwaokugha and Ezeugwu (2017) found that corruption and gross forget about within the Nigerian training enterprise have precipitated irreparable harm to the country. Nigeria, the most important black country within the global is unarguably endowed with such ample human and herbal assets which may be harnessed for sustainable improvement of the social and monetary lifestyles of the people. In order to absolutely faucet and harness the assets for sustainable socio-monetary improvement of the country, this have a look at tested the socio-cultural demanding situations of Nigerian vocational and technical training, its blessings and techniques for reinforcing the societal notion of vocational and technical training in Nigeria.

Purpose of the Study

The broad purpose of this study was to examine the socio-cultural challenges and benefits of Nigerian Vocational and Technical Education using empirical evidence from South-eastern Nigeria. Specifically, the study identified:

- i. Socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria.
- ii. Specific benefits of Nigerian Vocational and Technical Education in South-eastern Nigeria.
- iii. Strategies for boosting the societal perception of Nigerian Vocational and Technical Education.

Research Questions

- i. What are the socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria?
- ii. What are the specific benefits of Nigerian Vocational and Technical Education in South-eastern Nigeria?
- iii. What are the strategies for boosting the societal perception of Nigerian Vocational and Technical Education?

Research Hypotheses

- i. There is no significant difference in the mean ratings of vocational and technical education lecturers and instructors on the socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria.

- ii. There is no significant difference in the mean ratings of vocational and technical education lecturers and instructors on the specific benefits of Nigerian Vocational and Technical Education in South-eastern Nigeria.
- iii. There is no significant difference in the mean ratings of vocational and technical education lecturers and instructors on the strategies for boosting the societal perception of Nigerian Vocational and Technical Education.

Methods

Three research questions were answered while three null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design. A multistage sampling technique was used to select the 415 respondents for the study. In the first stage, simple random sampling was used to select two states which are Abia and Enugu states out of the five existing states in southeast Nigeria. The second stage involved the purposive selection of four public universities offering vocational and technical education programmes in the two states. The four selected public universities are (i) Abia State University, Uturu, (ii) Michael Okpara University of Agriculture, Umudike, Abia State, (iii) University of Nigeria, Nsukka, Enugu State and (iv) Enugu State University of Science and Technology. The third stage of the sampling involved the selection of all 372 vocational and technical education lecturers and 43 instructors from the four selected universities. The entire 415 respondents were all used as respondents from which data for the study were collected.

The instrument for data collection for the study was a structured questionnaire developed by the researcher titled: “Socio-cultural Challenges and Benefits of Nigerian VTE Questionnaire”. The instrument was structured on a 4-point rating scale of Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) with corresponding numerical values of 4, 3, 2, and 1 respectively. The instrument was face-validated by three experts who are Professors of Vocational and technical education at Delta State University, Abraka. The reliability of the questionnaire was achieved by administering 15 copies of the validated instrument to 15 lecturers of vocational and technical education subjects at Delta State University, Abraka. Data collected were analysed using the Cronbach Alpha reliability technique which yielded a reliability coefficient of 0.923 for the instrument.

Data for the study were collected by the researchers with the help of four research assistants to cover the four universities. Out of the entire 415 copies of the questionnaire administered to the respondents, 403 were completed and returned representing which were used for the study. The data collected were analysed using mean and standard deviation for answering the research questions while the three hypotheses were tested using t-test statistics. The cut-off point of 2.50 was obtained for answering the research question on the 4-point rating scale. Based on the obtained cut-off point value, any item with a mean value of 2.50 and above was interpreted as “Agreed” while those less than 2.50 were interpreted as “Disagreed”. The hypothesis of no significant difference was upheld when the p-value (sig.) is greater than 0.05 level of significance. On the other hand, the hypothesis of no significant difference was rejected when the p-value (sig.) is less than 0.05 level of significance.

Results

Research Question One

What are the socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria?

**Table 1: Socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria
(n = 403)**

SN	Item statements	\bar{X}	SD	Rmks
1	General negative attitudes of the people towards vocational and technical education.	3.71	0.46	Agree
2	The misconception that vocational and technical education is mainly for male gender.	3.50	0.53	Agree
3	The belief that vocational and technical education is a dumping ground for never-do-well in the society.	3.46	0.51	Agree
4	The belief that vocational and technical education is for children of low social class.	3.56	0.58	Agree
5	High level of corruption in Nigerian education sector.	3.63	0.52	Agree
6	Discrimination against vocational and technical education in some Nigerian cultures.	1.83	0.72	Disagree
7	Inadequate awareness on the roles vocational and technical education on societal development.	3.75	0.46	Agree
8	The belief that vocational and technical career is dirty and rough vocation.	3.72	0.47	Agree
9	Religious discrimination against vocational and technical education in Nigeria.	1.52	0.80	Disagree
10	The misconception that vocational and technical education trades are not lucrative in Nigeria.	3.37	0.48	Agree
11	Poor attitude towards home-made technologies and innovations affects vocational and technical education.	3.34	0.43	Agree
12	The perceived low socioeconomic status of vocational and technical professionals in the society.	3.65	0.54	Agree
13	Nonchalance mind-set of Nigerian lawmakers and the executive towards vocational and technical education.	3.33	0.51	Agree
14	Inadequate training and incentives to vocational and technical education teachers is discouraging.	3.30	0.48	Agree
15	Lack of interest from private investors in Nigerian vocational and technical education.	3.61	0.55	Agree
16	The general slow pace of technological development in Nigeria affects its vocational and technical education.	3.67	0.42	Agree
17	Derogatory attitude towards vocational and technical artisans and craftsmen.	3.32	0.50	Agree
18	Inadequate provision for necessary training facilities in Nigerian vocational and technical education schools.	3.48	0.51	Agree
19	Poor standards of Nigerian vocational and technical products.	3.60	0.52	Agree
20	Unhealthy business environment of vocational and technical craftsmen is discouraging to new entrants.	3.58	0.48	Agree
	Cluster Summary	3.35	0.52	Agree

Note: \bar{X} = Mean; SD = Standard Deviation; n = number of respondents.

The mean ratings of the responses of the respondents on 18 out of the 20 items in Table 1 above ranged from 3.30 to 3.75 which are in each case greater than the cut-off point value of 2.50 on the 4-point rating scale. This indicated that the 18 items in the Table are socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria. The mean ratings of the respondents on items 6 and 9 are 1.83 and 1.52 respectively which

are in each case less than the cut-off point value of 2.50 on the 4-point rating scale. This suggests that the 2 items (6 and 9) in the Table are not part of the socio-cultural challenges of Vocational and Technical Education in South-eastern Nigeria. The standard deviation values of the 20 items in the table ranged from 0.42 to 0.80 which indicated that the responses of the respondents are close to one another and the mean.

Research Question Two

What are the specific benefits of Nigerian Vocational and Technical Education in South-eastern Nigeria?

Table 2: Specific benefits of Nigerian Vocational and Technical Education in South-eastern Nigeria (n = 403)

SN	Item statements	\bar{X}	SD	Rmks
1	Impartation of saleable skills and knowledge on recipients for self and paid job in labour market.	3.47	0.52	Agree
2	It stimulates creative and innovative abilities of individual recipients for opportunity in the society.	3.70	0.48	Agree
3	Vocational and technical education when properly managed serves as a catalyst for economic growth and development.	3.71	0.44	Agree
4	A functional vocational and technical education reduces high rate of poverty by creating employment.	3.56	0.52	Agree
5	A robust vocational and technical education enhances technological advancement of a nation.	3.50	0.45	Agree
6	It provides graduates with enough training that will enable them to establish a career in small and medium scale businesses.	3.36	0.44	Agree
7	A functional vocational and technical education increases gross domestic products (GDP) of a nation.	3.68	0.62	Agree
8	It inculcates the spirit of perseverance in learners that will enable them to persist in any VTE trade they venture into.	3.34	0.57	Agree
9	A functional vocational and technical education helps to create smooth transition from traditional to a modern industrial economy.	3.52	0.45	Agree
10	It helps to prepare learners for leadership positions in both public and private enterprises.	3.59	0.47	Agree
11	It prepares learners for specific career in vocational and technical occupations.	3.73	0.40	Agree
12	Vocational and technical education exposes students to modern knowledge including a good blend of computer technology.	3.70	0.49	Agree
13	Increased acquisition of vocational and technical skills enhances boost industrial activities and government earnings through taxes.	3.43	0.48	Agree
	Cluster Summary	3.56	0.49	Agree

Note: \bar{X} = Mean; SD = Standard Deviation; n = number of respondents.

The mean ratings of the responses of the respondents on the 13 items in Table 2 ranged from 3.34 to 3.73 which are all greater than the cut-off point value of 2.50 on the 4-point rating scale. This suggests that the 13 items in the table are regarded by the respondents as the specific benefits of Nigerian Vocational and Technical Education in South-eastern Nigeria. The standard deviation values of the 13 items in the table ranged from 0.40 to 0.62 which indicated that the responses of the respondents are close to one another and the mean.

Research Question Three

What are the strategies for boosting the societal perception of Nigerian Vocational and Technical Education?

Table 3: Strategies for boosting the societal perception of Nigerian Vocational and Technical Education (n = 403)

SN	Item statements	\bar{X}	SD	Rmks
1	Increased awareness on the importance and significance of vocational and technical education in nation building.	3.53	0.58	Agree
2	Advocacy for improved government attention and spending on vocational and technical education.	3.64	0.53	Agree
3	Improved private-public partnership initiative in funding and management of vocational and technical education.	3.53	0.53	Agree
4	Improved provision of modern instructional materials and facilities for teaching and learning vocational and technical education.	3.57	0.38	Agree
5	Establishment of more vocational and technical educational-based universities for training of more youths in the country.	3.70	0.48	Agree
6	Constants vocational and technical education curriculum review to reflect contemporary global technological advancement.	3.32	0.53	Agree
7	Boosting the image of vocational and technical education with favourable government policies that will attract more enrolment.	3.64	0.45	Agree
8	Increased collaborations with foreign agencies in Nigerian vocational and technical education management.	3.30	0.46	Agree
	Cluster Summary	3.53	0.47	Agree

Note: \bar{X} = Mean; SD = Standard Deviation; n = number of respondents.

The mean ratings of the responses of the respondents on the 8 items in Table 3 ranged from 3.30 to 3.70 which are all greater than the cut-off point value of 2.50 on the 4-point rating scale. This indicates that the 8 items in the table are regarded by the respondents as strategies for boosting the societal perception of Nigerian Vocational and Technical Education. The standard deviation values of the 8 items in the table ranged from 0.38 to 0.58 which indicated that the responses of the respondents are close to one another and the mean.

Testing of Hypotheses

Hypothesis One

There is no significant difference in the mean ratings of vocational and technical education lecturers and instructors on the socio-cultural challenges of vocational and technical education in South-eastern Nigeria.

Table 4: Result of t-test statistics of no significant difference in the mean ratings of VTE lecturers and instructors on the socio-cultural challenges of vocational and technical education in South-eastern Nigeria.

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
VTE Lecturers	363	3.38	0.64						
VTE Instructors	40	3.32	0.70	401	0.028	0.32	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 showed that the t-calculated (t-cal) value of 0.32 is less than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 401 degrees of freedom. This shows that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of vocational and technical education lecturers and instructors on the socio-cultural challenges of vocational and technical education in South-eastern Nigeria. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the lecturers and instructors is accepted on hypothesis one.

Hypothesis Two

There is no significant difference in the mean ratings of vocational and technical education lecturers and instructors on the specific benefits of Nigerian vocational and technical education in South-eastern Nigeria.

Table 5: Result of t-test statistics of no significant difference in the mean ratings of VTE lecturers and instructors on the specific benefits of Nigerian vocational and technical education in South-eastern Nigeria

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
VTE Lecturers	363	3.53	0.57						
VTE Instructors	40	3.59	0.48	401	0.025	0.36	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 5 revealed that the t-calculated (t-cal) value of 0.36 is less than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 401 degrees of freedom. This signifies that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of vocational and technical education lecturers and instructors on the specific benefits of Nigerian vocational and technical education in South-eastern Nigeria. Consequently, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the lecturers and instructors is accepted on hypothesis two.

Hypothesis Three

There is no significant difference in the mean ratings of vocational and technical education lecturers and instructors on the strategies for boosting the societal perception of Nigerian vocational and technical education.

Table 6: Result of t-test statistics of no significant difference in the mean ratings of VTE lecturers and instructors on the strategies for boosting the societal perception of Nigerian vocational and technical education

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
VTE Lecturers	363	3.67	0.53						
VTE Instructors	40	3.40	0.65	401	0.037	2.24	1.96	0.05	S*

Note: S* = Significant at 0.05.

The data presented on the t-test statistics in Table 6 showed that the t-calculated (t-cal) value of 2.24 is greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 401 degrees of freedom. This indicates that there was a significant ($p < 0.05$) difference in the mean ratings of the responses of vocational and technical education lecturers and instructors on the strategies for boosting the societal perception of Nigerian vocational and technical education. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of the lecturers and instructors is rejected on hypothesis three.

Discussion of Results

The study diagnosed socio-cultural demanding situations of vocational and technical schooling in South-eastern Nigeria together with popular terrible attitudes of the human beings closer to vocational and technical schooling, the notion that vocational and technical schooling is a dumping floor for by no means-do-nicely in society, the notion that vocational and technical schooling is for kids of low social class, insufficient attention on the jobs vocational and technical schooling on societal improvement, the false impression that vocational and technical schooling trades aren't moneymaking in Nigeria, terrible mind-set closer to home-made technology and improvements influences vocational and technical schooling, the perceived low socioeconomic repute of vocational and technical experts within the society and insufficient education and incentives to vocational and technical schooling instructors is discouraging amongst others. In settlement with the findings of this have a look at Ibanga (2020) diagnosed a number of the demanding situations confronting vocational and technical schooling in Nigeria together with derogatory attitudes closer to artisans and craftsmen, low pay of craftsmen and an dangerous enterprise environment. Aliyu and Abdulfattah (2016) mainly labelled the demanding situations of vocational and technical schooling into insufficient investment, scarcity of centers, mind drain, and terrible photo of vocational and technical schooling amongst others. Olaitan (2009) in a have a look at on coverage tasks for the effectiveness of vocational and technical schooling on fast and sustainable country wide improvement diagnosed the low photo as a main venture of Nigerian vocational and technical schooling. Amadi and Johnwest (2016) said that the strolling of vocational and technical schooling is by no means an smooth project because it calls for plenty investment, and corruption is some other important bane inflicting insufficient investment of vocational and technical schooling. Corruption in vocational and technical schooling is very negative to the Nigerian quest for best vocational and technical schooling and the success of its targets to growth employment and country wide improvement. Nwaokugha and Ezeugwu (2017) determined that corruption within the schooling enterprise in Nigeria has performed similarly irreparable harm to Nigeria and Nigerians.

The study also diagnosed precise blessings of Nigerian Vocational and Technical Education in South-eastern Nigeria because the impartation of saleable capabilities and know-how to recipients for self and paid jobs within the labour market, stimulation of innovative and progressive competencies of character recipients for possibility within the society, vocational and technical schooling whilst nicely controlled serves as a catalyst for financial boom and improvement, a practical vocational and technical schooling reduces excessive charge of poverty through growing employment, a strong vocational and technical schooling complements technological development of a country, vocational and technical schooling will increase gross home products (GDP) of a country and that vocational and technical schooling allows to create a easy transition from conventional to a contemporary-day commercial financial system amongst others. In settlement with this finding, Umunadi (2013) said that the relevance of the software of vocational and technical schooling as conditions for human, material, socioeconomic, technological and country wide improvement has lengthy been embraced through evolved countries of the world. Kehinde and Adewuyi (2015) submitted that vocational and technical schooling has been an indispensable a part of country wide improvement techniques in lots of societies due to the effect on human useful resource improvement, productiveness and financial improvement. Amedu (2013) said that technical and vocational schooling constitutes a critical engine

for the financial, social, sensible and all-spherical improvement of any country. Akpomie (2009) shared that no country can flow ahead technologically, industrially and economically with out growing a robust partnership initiative within the advent of wealth, poverty discount and employment era with required technical and vocational capabilities.

The techniques for enhancing the societal belief of Nigerian Vocational and Technical Education as located out through this have a look at include: multiplied attention of the significance and importance of vocational and technical schooling in country-building, advocacy for advanced authorities interest and spending on vocational and technical schooling, advanced private-public partnership initiative in investment and control of vocational and technical schooling, advanced provision of contemporary-day educational substances and centers for coaching and gaining knowledge of vocational and technical schooling, the established order of extra vocational and technical educational-primarily based totally universities for education of extra youths within the u . s . and constants vocational and technical schooling curriculum assessment to mirror modern-day worldwide technological development amongst others. The findings of this have a look at supported that of Kehinde and Adewuyi (2015) who encouraged an growth in investment and budgetary allocation to Vocational and technical schooling through the authorities in any respect levels. Nwosu and Micah (2017) affirmed that new specialised technical and vocational schooling colleges are wished on the kingdom and federal levels. This will make certain mass enrolment and manufacturing of the wished manpower and education of youths in deciding on vocational and technical ability regions for paintings within the face of growing unemployment. The record of the National Bureau of Statistics (2006) confirmed that the precept of multiplied allocation to vocational and technical schooling has far-attaining socioeconomic improvement implications for the country

Conclusion and Recommendations

The study focused on the socio-cultural challenges and benefits of Nigerian vocational and technical education using empirical evidence from South-eastern Nigeria. Data were collected from carefully sampled respondents (vocational and technical education lecturers and instructors) from public universities in southeast Nigeria. The results of the study identified 18 socio-cultural challenges of vocational and technical education, 13 specific benefits of Nigerian vocational and technical education and 8 strategies for boosting the societal perception of Nigerian vocational and technical education in South-eastern Nigeria. The results of the null hypotheses showed that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of vocational and technical education lecturers and instructors on (i) socio-cultural challenges of vocational and technical education and (ii) specific benefits of Nigerian vocational and technical education in South-eastern Nigeria. Though, the result revealed a significant ($p < 0.05$) difference in the mean ratings of the responses of vocational and technical education lecturers and instructors on strategies for boosting the societal perception of Nigerian vocational and technical education. The study therefore recommended:

1. Increased awareness of the importance and significance of vocational and technical education in nation-building to ensure more enrolment of youths in vocational and technical education programmes in Nigerian tertiary institutions
2. Improved advocacy by various action groups in the education sector for improved government attention and spending on Nigerian vocational and technical education.
3. Increased collaborations with foreign agencies for building the image of Nigerian vocational and technical education to international standards.
4. Establishment of more vocational and technical educational-based universities across the country for training of more youths and taking up careers in a vocational and technical industry

Authors' Contributions

This research was a collaborative effort of all the authors. The study was designed and analyzed and at the same time observed the protocol and compiled the first draft of the manuscript by author Jude Daniel Amakaino Utowares PhD. Author C. A. Onojaife extensively did the analysis of the study and the literature searches. All authors read and approved the final manuscript.

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Competing interests

The authors have no relevant financial or non financial interests to disclose.

Data Availability Statements

The datasets generated and analyzed during the current study are available from the corresponding author on reasonable request.

Declaration Statements

The authors have read and approved the final manuscript.

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The authors did not receive support from any organization for the submitted work.

Ethics Approval

All ethical procedures required were followed. Participants were made to indicate their willingness to participate in the study and a written consent was collected and preserved by the author.

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