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PERTINENCE OF TECHNICAL EDUCATION IN JOB CREATION AS PERCEIVED BY EMPLOYERS

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ABSTRACT

This study examined the pertinence of technical education in job creation as perceived by employers in Delta State, Nigeria. Three research questions and three null hypotheses were formulated to guide the investigation. The research adopted a survey research design, with a sample size of 150 employers randomly selected from a population of 500 employers in Delta State. The instrument used for data collection was a 15-item structured questionnaire designed to elicit responses from respondents on a four-point rating scale. The reliability of the research instrument was determined using the test-retest method, and the Pearson product moment correlation coefficient yielded a reliability coefficient of .74. Data collected were analysed using mean for research questions and t-test for hypotheses. The findings of the study indicate a significant relationship between technical education programme structure and job creation, a significant relationship between job creation and the promotion of technical education in Delta State, and a significant relationship between technical education programme and manpower development. The paper recommends increased government involvement in the support and improvement of technical education programmes, public awareness campaigns to shift societal perceptions, and enhanced funding for infrastructure and equipment.

Keywords: Technical Education, Job Creation, Employers' Perception, Manpower Development, Delta State, TVET

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1. INTRODUCTION

In the early days of Nigerian secondary education, schools provided necessary skill training for graduates to enter highly rewarding white-collar jobs (Osuala, 2010). As economic activities later became more differentiated, new and distinct occupations emerged. The need then arose for people with various practical skills to carry out different tasks in government, industrial, and commercial establishments. A special need was recognised, however, in the area of skills for industrial development. The Ashby Commission Report (1960) found a significant lack of trained manpower such as electricians, builders, and carpenters, as well as other types of skilled personnel to fill critical positions in the public and private sectors of the Nigerian economy (Osuala, 2010). Similarly, the Dike Report (1961) noted the urgent need for an increased output of trained builders, electricians, and numerous other skilled workers (Olorunmolu, 2010). The later Report observed the growth in the industrial sector of Nigeria and advocated a systematic plan for training the right type of personnel through technical education to cope with the rapidly expanding economic activities of the country.

Aluwon (2010) emphasised that technical education is a programme of instruction consisting of a practical-oriented curriculum. Technical education is also seen as a programme designed to provide students with basic skills and competencies required by all concerned in the world of work and in industry. In Nigeria, private indigenous proprietors have contributed greatly to the introduction of technical education. Records indicate that private technical schools date as far back as the 1930s. Joseph and Esther (2012) established that the first private technical school in Eastern Nigeria, located at Onitsha, was established in 1936. The aim of establishing this school was to provide sound technical education and arouse the enthusiasm of youth in skills acquisition. Furthermore, Mr. T.O. Nwankwo's application to open another technical school at Aba in 1937 was turned down by the Chief Inspector of Education for Southern Provinces, as it was alleged that Mr. Nwankwo lacked the expertise to run a technical school (Nwagwu, 2007).

The views prevalent during the 1930s by some of the country's outstanding educationalists that secondary schools should take precedence over technical schools were dramatically reversed during the 1940s. Nweke (1980) stressed that parents turned to technical schools as the second option or the only option after their children had failed to gain admission into secondary schools (Joseph & Esther, 2012). According to him, parents contended that technical schools were meant for dullards. Parents erroneously believed that a technical school was synonymous with just practical institutes where lower fees were paid. Technical schools were also looked upon as a haven or stopover for many students, as they quickly abandoned the technical school as soon as they gained admission into a secondary school.

According to a survey conducted at the University of Nigeria in 1979, about 86 per cent of young Nigerians entered the labour market without a Bachelor's degree (Osuala, 2010). This situation emphasises the continuing need for technical education. Technical education in secondary schools contributes to the general education of all individuals by preparing them with basic skills and vocational competencies, while also providing practical training in industry and distributive occupations. Furthermore, technical education programmes prepare individuals as professionals to teach technical subjects and skill-related subjects in junior secondary schools. Technical education programmes also prepare candidates for teaching technical courses at the tertiary level of learning, depending on the level of technical education acquired. In addition, the programme aligns its operations with guidelines set forth by the National Board for Technical Education (NBTE).

Osuala (2010) defined technical education as a programme of instruction which consists of: (a) practical skills education and vocational education programmes for industrial careers through initial, refresher, and upgrading education leading to employability and advancement in industry, as well as providing students with skills and competencies needed for self-reliance and using the skills acquired in the world of work. Nkanu and Offem (2004) stated that many of the issues and problems raised in the fields of science and social studies are of large concern to technical education (Abdulkadir, 2011). They further stressed that the objective of establishing a technical education programme is to produce teachers who, on completion of their courses, are empowered and equipped with the basic skills, knowledge, and competencies to make them employable in the private or public sector, as well as the ability to teach technical subjects or courses in secondary schools, colleges, and universities.

In recent years, the discourse surrounding technical and vocational education and training (TVET) has gained renewed urgency. According to the International Labour Organization (ILO), Nigeria could face a skills deficit of over 20 million by 2030 if current trends persist (Businessday, 2025). Sectors such as manufacturing, construction, information and communication technology, and renewable energy already report acute shortages of skilled labour, while thousands of university graduates remain unemployed because their qualifications do not match industry needs (Businessday, 2025). A 2020 World Bank report indicated that nearly 40 per cent of Nigerian employers surveyed identified the lack of relevant skills as a major barrier to youth employment (TheCable, 2025). This skills gap underscores the critical role of technical education in bridging the divide between academic qualifications and labour market demands.

Juliet and Akintola (2004) stated that technical education programmes should be taught and learned with both insight and understanding of technical education as a programme, and should be introduced at all levels, allowing for interruption for varying periods of time and continuation throughout the lifespan of an individual (Osuala, 2010). Further, technical education includes education for basic skills, self-reliance and industrialisation, technical teaching, and economic development.

The pertinence of technical education in job creation includes the following roles (Olorunmolu, 2010): (1) educating individuals for and about skills and entrepreneurship; (2) providing a continuous programme of planned learning experiences designed to equip individuals to fulfil effectively three roles; (3) training and providing the necessary skills and knowledge needed as workers; (4) using the results acquired to produce; (5) making judicious socio-economic decisions as citizens; (6) providing career information that helps students relate their interests, needs, and abilities to occupational opportunities in the world of work; and (7) providing educational opportunities for students preparing for careers in fields other than technical education to acquire knowledge and skills needed to function effectively in those careers.

Technical education has the capacity to develop programmes that respond to current societal issues, such as education for improving basic computational skills, meeting the needs of bilingual and bicultural populations, eliminating occupational stereotyping, assisting people with special needs, and helping ordinary skilled personnel to function effectively in the private enterprise system. To this end, the need for this study arose as a result of the present economic status of the country, and most particularly Delta State, in the area of joblessness among the employable workforce.

1.1 Purpose of the Study

The main purpose of this research work was to examine the pertinence of technical education programmes in job creation in Delta State. Specifically, the study sought to:

i. Determine if technical education programme affects job creation.
ii. Determine the pertinence of technical education in job creation.
iii. Determine if the structure of technical education programme improves manpower development in Delta State.

1.2 Research Questions

The following research questions were answered:

i. How does technical education programme affect job creation in Delta State?
ii. How has the pertinence of technical education in job creation been promoted in Delta State?
iii. How has the structure of technical education programme improved manpower development in Delta State?

1.3 Research Hypotheses

The following null hypotheses were tested at the .05 level of significance:

i. There is no significant relationship between technical education programme structure and job creation.
ii. There is no significant relationship between job creation and promoting technical education in Delta State.
iii. There is no significant relationship between technical education programme and manpower development in Delta State.

2. LITERATURE REVIEW

2.1 Conceptual Framework of Technical Education

Technical education, often used interchangeably with vocational education, refers to a planned programme of courses and learning experiences that begins with the exploration of career options, supports basic academic and life skills, and enables the achievement of high academic standards, leadership qualities, and preparation for industry-specific careers and further education (Osuala, 2010). The National Policy on Education (Federal Republic of Nigeria, 2004) defines technical education as that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge.

Technical education has been described as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 2018). This definition encompasses both initial training for young people and continuing education for adults.

2.2 Technical Education and Job Creation in Nigeria

The relationship between technical education and job creation has been well established in the literature. Recent studies have reaffirmed that technical and vocational education and training (TVET) offers a viable path to economic transformation, job creation, and technological innovation (News Agency of Nigeria, 2025). Technical education equips individuals with the practical skills and technological capabilities essential for driving industrialisation. According to Ukomm and Agha, technological capability distinguishes a robust economy from a weak one, serving as the engine that produces the goods and services necessary for national growth and global competitiveness (News Agency of Nigeria, 2025).

Abutu, Halima, Maryam, Ojulokunrin, and Alhassan (2020) observed that graduates from Nigerian technological institutions lack the requisite entrepreneurship skills for self-reliance and employment, which inhibits their ability to become self-reliant. The researchers recommended that more practical work be introduced to complement theory in institutions of learning, providing avenues for skill acquisition and self-reliance to enhance entrepreneurship development among trainees and graduates in Nigeria. This finding aligns with the work of Banjo and Oludele (2020), who found that TVET could be a means of transforming the economy to a production-oriented economy because it equips trainees with technical skills for creativity, innovation, entrepreneurship, job creation, and industrial development.

Usman, Yu, and Saine (2025) examined the challenges of technical and vocational education in secondary schools in Nigeria, identifying inadequate infrastructure, a shortage of qualified instructors, outdated curricula, negative societal perceptions, weak industry collaboration, and poor policy implementation as major obstacles. Drawing from historical and contemporary perspectives, the study highlighted the systemic failures that have marginalised TVET in Nigeria, contrasting the country's struggles with successful models from Germany, Singapore, and the United States, where vocational education is well-integrated with industry needs. The study identified key strategies for revitalising TVET in Nigeria, including curriculum modernisation, enhanced teacher training, increased funding, public-private partnerships, and awareness campaigns to shift societal attitudes.

2.3 The Role of Employers in Technical Education

Employers play a crucial role in shaping technical education curricula and providing practical training opportunities for students. Industry-academia collaboration has been identified as essential for ensuring that skills development programmes remain responsive to labour market needs and youth employment priorities (News Agency of Nigeria, 2025). The Skills Development for Youth Employment (SKYE II) programme, inaugurated by the German Federal Ministry for Economic Cooperation and Development and implemented by GIZ, continues to contribute to Nigeria's sustainable development priorities by promoting employment creation, strengthening the quality of the TVET system, fostering gender equality, and advancing inclusive and decent work opportunities (News Agency of Nigeria, 2025).

Lasisi, Owolabi, and Sabitu (2025) argued that despite the numerous potentials of TVET, the programme is bedevilled with many challenges, including underestimation of practical teaching, weakness of the teachers' force in practical teaching, and outdated curricula. The paper recommended that the TVET curriculum be reviewed and tailored to align with the evolving needs of the labour market.

2.4 Technical Education in Delta State

Delta State has made significant investments in technical education and job creation initiatives. Governor Ifeanyi Okowa of Delta State stated that the State Government had trained and empowered no fewer than 100,000 youths to become entrepreneurs between 2015 and 2021 (Independent, 2021). The State Government established the Technical and Vocational Education Board and created a special purpose vehicle, the Office of the Chief Job Creation Officer, to drive this process (Independent, 2021). According to Okowa, the job creation programme was impacting positively on the growth and development of Micro, Small and Medium Enterprises (MSMEs) in the state.

The Delta State Government's Skills Training and Entrepreneurship Programme (STEP) and the Youth Agricultural Entrepreneurs Programme (YAGEP) have trained thousands of beneficiaries in various vocational skills, including catering and confectionary, fashion design and tailoring, welding and fabrication, electrical installation and solar works, and agricultural enterprises such as piggery, poultry, fish, and crop production (Delta State Job Creation Bureau, 2022). These initiatives demonstrate the state government's commitment to leveraging technical education for job creation and youth empowerment.

2.5 Theoretical Framework

This study is anchored on Human Capital Theory, originally developed by Schultz (1961) and Becker (1964). Human Capital Theory posits that education and training are investments that individuals and societies make to increase productivity and economic returns. According to this theory, the acquisition of skills and knowledge through technical education enhances an individual's productive capacity, leading to increased employability, higher earnings, and greater contribution to economic growth. In the context of this study, technical education represents an investment in human capital that yields returns in the form of job creation, reduced unemployment, and improved economic outcomes for individuals and society.

3. METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey research design. This design was considered appropriate because it allowed the researchers to collect data from a sample of employers using questionnaires and to describe the pertinence of technical education in job creation as perceived by the respondents. The descriptive survey design is particularly suitable for studies that seek to gather information about the characteristics, attitudes, and opinions of a population (Creswell & Creswell, 2018).

3.2 Area of the Study

The study was conducted in Delta State, Nigeria. Delta State is located in the South-South geopolitical zone of Nigeria and has a diverse economy that includes oil and gas production, agriculture, manufacturing, and services. The state has several technical colleges and vocational training institutions, making it a suitable location for investigating employers' perceptions of technical education in job creation.

3.3 Population of the Study

The population of the study comprised 500 employers in Delta State. These employers were drawn from various sectors of the economy, including manufacturing, construction, services, and agriculture. The population was considered representative of the employer community in the state.

3.4 Sample and Sampling Technique

A sample size of 150 employers was drawn from the population using a simple random sampling technique. This represented 30 per cent of the total population. Simple random sampling was employed to ensure that every employer in the population had an equal chance of being selected for the study, thereby reducing sampling bias and enhancing the generalisability of the findings.

3.5 Instrument for Data Collection

The instrument for data collection was a structured questionnaire designed to elicit responses from the respondents on a four-point rating scale weighted as Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire consisted of 15 items covering the three research questions, with five items dedicated to each research question. The instrument was developed by the researchers based on an extensive review of literature on technical education and job creation.

3.6 Validation of the Instrument

The research instrument was validated by two experts in the area of technical education and one expert in measurement and evaluation. The experts were requested to assess the face and content validity of the instrument, including the clarity of instructions, appropriateness of items, and relevance of the items to the research questions. The feedback from the experts was used to revise and refine the instrument before final administration.

3.7 Reliability of the Instrument

The reliability of the instrument was determined using the test-retest method. The questionnaire was administered twice to 20 employers who were not part of the main study sample, with a two-week interval between the two administrations. The scores from the two administrations were correlated using the Pearson product moment correlation coefficient, yielding a reliability coefficient of .74. This coefficient was considered acceptable for the purpose of this study, as it indicated that the instrument was reliable and consistent.

3.8 Method of Data Collection

The questionnaire was personally administered by the researchers and three trained research assistants to the various employers in their respective firms. The researchers visited each selected firm, explained the purpose of the study to the employers, and requested their participation. Completed questionnaires were retrieved within an agreed time frame. Out of the 150 questionnaires distributed, all were completed and returned, representing a 100 per cent return rate.

3.9 Method of Data Analysis

Data analysis was conducted using descriptive and inferential statistics. The mean was used to answer the research questions, while the independent samples t-test was used to test the null hypotheses at the .05 level of significance. The decision rule for answering the research questions was that a mean score of 2.50 and above was accepted as a positive response, while mean scores below 2.50 were rejected as negative responses. For testing the null hypotheses, the null hypothesis was rejected if the calculated t-value was greater than the critical t-value, and accepted if the calculated t-value was less than the critical t-value at the .05 level of significance.

4. RESULTS

4.1 Research Question 1: How does technical education programme affect job creation in Delta State?

Table 1: Mean Ratings on the Responses of Technical Education Programme and Job Creation (N = 150)

S/N	Item	SA (4)	A (3)	D (2)	SD (1)	Total Responses	Mean Score	Standard Deviation	Decision
1	Technical education affects job creation by provision of entrepreneurial skills	70 (280)	50 (150)	20 (40)	10 (10)	480	3.20	1.97	Agreed
2	Technical education affects job creation by equipping technical educators with pedagogical proficiency	80 (320)	40 (120)	30 (60)	-	500	3.33	1.85	Agreed
3	Technical education affects job creation by provision of vocational skill for technical educators	90 (360)	30 (90)	20 (40)	10 (10)	500	3.33	1.63	Agreed
4	Technical education affects job creation by providing learners with required competencies for personnel management in industry	60 (240)	40 (120)	30 (60)	20 (20)	440	2.93	1.95	Agreed
5	Technical education affects job creation by not really exposing learners to the world of work as appropriate	50 (200)	40 (120)	30 (60)	30 (30)	410	2.73	1.98	Agreed

Table 1 presents the mean ratings on the responses concerning technical education programme and job creation. Items 1, 2, 3, 4, and 5 had varying mean scores of 3.20, 3.33, 3.33, 2.93, and 2.73 respectively, all above the 2.50 threshold. The table further revealed a cluster mean of 3.10, signifying that employers perceived that technical education programme affects job creation in Delta State.

4.2 Research Question 2: How has the pertinence of technical education in job creation been promoted in Delta State?

Table 2: Mean Ratings on the Responses of the Pertinence of Technical Education in Promotion of Job Creation

S/N	Item	SA (4)	A (3)	D (2)	SD (1)	Total Responses	Mean Score	Standard Deviation	Decision
6	Technical education is pertinent by providing learners with prerequisite skills for self-reliance	90 (360)	30 (90)	20 (40)	10 (10)	500	3.33	1.63	Agreed
7	Technical education is pertinent by extending the frontier of knowledge in technology	60 (240)	40 (120)	30 (60)	20 (20)	440	2.93	1.95	Agreed
8	Technical education is pertinent by being a catalyst for growing small and medium firms	50 (200)	40 (120)	30 (60)	30 (30)	410	2.73	1.98	Agreed
9	Technical education is pertinent by being the running wheel for every job	80 (320)	40 (120)	20 (40)	10 (10)	490	3.27	1.81	Agreed
10	Technical education is pertinent by contributing immensely to the GDP growth of the state	60 (240)	40 (120)	30 (60)	20 (20)	440	2.93	1.95	Agreed

Table 2 indicates that items 6, 7, 8, 9, and 10 had mean scores of 3.33, 2.93, 2.73, 3.27, and 2.93 respectively, all above the 2.50 threshold. The cluster mean of 3.04 indicates that employers perceived the pertinence of technical education in job creation as being promoted in Delta State.

4.3 Research Question 3: How has the structure of technical education programme improved manpower development in Delta State?

Table 3: Mean Ratings on the Responses of Structure of Technical Education Programme and Manpower Development

S/N	Item	SA (4)	A (3)	D (2)	SD (1)	Total Responses	Mean Score	Standard Deviation	Decision
11	Technical education programme has improved manpower development by enabling learners towards self-reliance	90 (360)	40 (120)	20 (40)	-	520	3.47	1.76	Agreed
12	It equips learners with necessary industrial skills that enable them to work effectively in their area of specialization	60 (240)	40 (120)	30 (60)	20 (20)	440	2.93	1.98	Agreed
13	It equips learners with necessary pedagogical skills for effective teaching of technical education subjects	50 (200)	40 (120)	30 (60)	30 (30)	410	2.73	1.98	Agreed
14	It prepares learners for the world of work	80 (320)	40 (120)	20 (40)	10 (10)	490	3.27	1.81	Agreed
15	It provides learners with educational opportunities for career development	70 (280)	40 (120)	30 (60)	10 (10)	470	3.13	1.90	Agreed

Table 3 indicates that items 11, 12, 13, 14, and 15 had varying mean scores of 3.47, 2.93, 2.73, 3.27, and 3.13, all above the 2.50 threshold. The table further revealed a cluster mean of 3.12, showing that employers perceived the structure of technical education programme as having improved manpower development in Delta State.

4.4 Hypothesis 1: There is no significant relationship between technical education programme structure and job creation.

Table 4: T-test Analysis on Significant Relationship between Technical Education and Job Creation

Variables	N	$\bar{X}$	Sd	df	t-cal	t-crit	Decision
Technical education programme	50	2.80	0.20	148	6.22	1.96	Rejected
Job creation	100	3.16	0.20				

From Table 4, the calculated t-value (6.22) exceeded the critical table value (1.96) at 148 degrees of freedom. Thus, the null hypothesis was rejected; therefore, there is a significant relationship between technical education programme and job creation.

4.5 Hypothesis 2: There is no significant relationship between job creation and promoting technical education in Delta State.

Table 5: T-test Analysis on Significant Relationship between Job Creation and Promotion of Technical Education

Variables	N	$\bar{X}$	Sd	df	t-cal	t-crit	Decision
Job creation	50	2.98	0.38	148	4.32	1.96	Rejected
Promotion of technical education	100	2.96	0.32				

From Table 5, the calculated t-value (4.32) exceeded the critical table value (1.96) at 148 degrees of freedom. The null hypothesis was rejected; hence, there is a significant relationship between job creation and promoting technical education.

4.6 Hypothesis 3: There is no significant relationship between technical education programme and manpower development in Delta State.

Table 6: T-test Analysis on Significant Relationship between Technical Education Programme and Manpower Development

Variables	N	$\bar{X}$	Sd	df	t-cal	t-crit	Decision
Technical education programme	50	2.78	0.33	148	14.10	1.96	Rejected
Manpower development	100	1.39	0.94				

From Table 6, the calculated t-value (14.10) exceeded the critical table value (1.96) at 148 degrees of freedom. The null hypothesis was rejected; hence, there is a significant

relationship between technical education programme and manpower development in Delta State.

5. DISCUSSION

The findings from the test of the first hypothesis revealed a significant relationship between technical education programme and job creation. This finding aligns with the expression of Juliet and Akintola (2004), who stated that technical education programmes should be taught and learned with both insight and understanding into the impact of technical education programmes (Osuala, 2010). Similarly, Nkanu and Offem (2004) emphasised that many of the issues and problems raised in the fields of science and social studies are of large concern to technical education, and their proper solution requires the viewpoint of technical educators (Abdulkadir, 2011). They further stressed that the objective of establishing a technical education programme is to produce teachers who, on completion of their courses, will be empowered and equipped with the basic skills, knowledge, and competencies to make them employable in the private or public sector, as well as the ability to teach technical subjects or courses in schools, colleges, or universities.

This finding is consistent with recent research by Abutu et al. (2020), who found that skill acquisition has great importance for entrepreneurship development and self-reliance among TVET graduates in Nigeria. The researchers recommended that more practical work be introduced to complement theory in institutions of learning, providing avenues for skill acquisition and self-reliance to enhance entrepreneurship development. Furthermore, Banjo and Oludele (2020) found that TVET could be a means of transforming the economy to a production-oriented economy because it equips trainees with technical skills for creativity, innovation, entrepreneurship, job creation, and industrial development.

The study based on the testing of hypothesis 2 indicated a significant relationship between job creation and promotion of technical education. The study accepted the following items: technical education is pertinent by providing learners with requisite skills for self-reliance, by extending the frontier of knowledge in technology, by being a catalyst for growing small and medium firms, by being the driving force for every job, and by contributing immensely to the Gross Domestic Product (GDP) growth of the state. These findings are consistent with the observations of Usman, Yu, and Saine (2025), who identified key strategies for revitalising TVET in Nigeria, including curriculum modernisation, enhanced teacher training, increased funding, public-private partnerships, and awareness campaigns to shift societal attitudes. The findings also align with the work of the News Agency of Nigeria (2025), which reported that stakeholders from the South-East and South-South have called for massive investment in technical education to tackle rising unemployment in Nigeria.

Finally, the study in the testing of the third hypothesis established a significant relationship between technical education programme and manpower development in Delta State. Technical education programmes have the capacity for manpower development as they respond to current societal issues, such as education for improving basic computational skills, meeting the needs of bilingual and bicultural populations, eliminating occupational stereotyping, assisting people with special needs, and helping ordinary skilled personnel to function effectively in private and public firms. This finding is supported by Lasisi, Owolabi, and Sabitu (2025), who argued that TVET can equip individuals with the skills necessary for productivity and self-reliance. When individuals are self-reliant, their living conditions improve, insecurity reduces, industrialisation is enhanced, and there is total revitalisation of the economy—all ingredients of national development. However, the researchers also noted

that despite the numerous potentials of TVET, the programme is bedevilled with many challenges, including underestimation of practical teaching, weakness of the teachers' force in practical teaching, and outdated curricula.

6. CONCLUSION

Based on the findings of this study, the following conclusions were reached:

i. There is a significant relationship between technical education programme and job creation in Delta State. Employers perceived that technical education contributes to job creation through the provision of entrepreneurial skills, equipping technical educators with pedagogical proficiency, providing vocational skills, and offering learners required competencies for personnel management in industry.
ii. There is a significant relationship between job creation and the promotion of technical education programmes in Delta State. Employers acknowledged the pertinence of technical education in providing prerequisite skills for self-reliance, extending the frontier of knowledge in technology, acting as a catalyst for growing small and medium firms, driving job creation, and contributing to the GDP growth of the state.
iii. There is a significant relationship between technical education programme and manpower development in Delta State. The structure of technical education programmes was perceived by employers as enabling learners towards self-reliance, equipping learners with necessary industrial skills, preparing learners for the world of work, and providing educational opportunities for career development.

However, the full potential of technical education can only be realised through sustained government commitment, adequate funding, curriculum modernisation, and a shift in societal attitudes towards technical and vocational education.

7. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

i. **Government Funding and Support:** The government should make adequate provision of funds to effectively conduct technical education programmes. This includes the provision of modern equipment, workshop facilities, and instructional materials to enhance the quality of training. The Federal and State Governments should also increase budgetary allocations to technical colleges and vocational training institutions.
ii. **Public Awareness Campaigns:** A sustained campaign on the need for students to embark on technical education programmes should be carried out. If people are made to understand the benefits derivable from the programme, including the potential for self-employment and job creation, more students are likely to enrol. The campaign should target parents, students, and guidance counsellors to address the negative societal perception that technical schools are meant for dullards or those who have failed to gain admission into secondary schools.
iii. **Employment of More Technical Educators:** The government should employ more technical educators, as the researchers experienced a shortage of manpower personnel to enhance the quality of the programme. Qualified technical teachers with both theoretical knowledge and practical industry experience are essential for delivering high-quality technical education. The government should also provide regular in-

service training and professional development opportunities for technical educators to keep them abreast of current industry trends.

iv. **Establishment of More Technical Education Facilities and Equipment:** The government should establish more technical education facilities and provide adequate equipment to enhance the quality of the programme. This includes the rehabilitation and expansion of existing technical colleges, the establishment of new ones in underserved areas, and the provision of modern machinery and tools that reflect current industry standards.

v. **Industry-Academia Collaboration:** The government should facilitate stronger collaboration between technical education institutions and industries. This can be achieved through the establishment of apprenticeship programmes, internship opportunities, and industry advisory boards that help align curricula with labour market needs. Public-private partnerships should be encouraged to provide funding, equipment, and expertise to technical education institutions.

vi. **Curriculum Review and Modernisation:** The National Board for Technical Education (NBTE) should ensure that technical education curricula are regularly reviewed and updated to reflect current industry demands and technological advancements. Emerging fields such as renewable energy, information technology, and digital skills should be integrated into technical education programmes.

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