
CORRUPTION; THE BANE OF EFFECTIVE IMPLEMENTATION OF TECHNICAL VOCATIONAL EDUCATION AND TRAINING CURRICULUM TOWARDS DEVELOPING WORKFORCE

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Abstract

The paper determines various corrupt practices that affect the implementation of the TVET curriculum, problems corrupt practices exert on curriculum implementation, and practical solutions to curb corrupt practices. The study adopted a descriptive survey research design. Data were obtained using a structured questionnaire from the sample of 175 comprised of 108 TVET lecturers and 67 administrators in Lagos state. Simple random sampling was used. The reliability coefficient of instrument yields $\alpha = .86$, Using Cronbach Alpha. Data collected were analyzed using mean, SD and independent sample t-test. The findings revealed the diversion of school funds and properties for private use. The findings showed that there is no significant difference between the mean responses of TVET teachers and administrators regarding: Various corrupt practices that affected the implementation of TVET curriculum; problems corrupt practices exert on implementation of TVET curriculum; and practical solutions to curb corrupt practices in the implementation of TVET curriculum. Based on the findings, it was recommended that appropriate leadership styles and skills should be applied to move men to accomplish the desired TVET goals.

Keywords: Corruption, Workforce, Curriculum, Implementation, and TVET

Introduction

The future success of nations, individuals, enterprises, and communities increasingly depends on the existence and possession of transferrable and renewable skills and knowledge. Many people both in the developed and developing countries recognize the important role that Technical Vocational Education and Training (TVET) plays in equipping individuals with relevant skills and knowledge, hence enabling people to effectively participate in social, economic and technological innovation processes. The globalization process, knowledge economy, advances in technology and increased competition due to liberalization are major forces driving change in the world of work. These have important implications for the demand for skills, workforce development and training (UNESCO, 2008). TVET is a form of education that is meant to prepare people for work in specific trades, crafts, occupations, and careers. It is a flexible, democratic and inclusive form of education, as it allows for teaching and learning to be delivered at learners' convenience, usually through modularization, and contents for all people at all levels of occupational qualifications.

Modules in each curriculum are self-contained and the training is undertaken separately to ensure the acquisition of skills, knowledge, and attitude needed to perform the activity under employment conditions. Each module shall

represent a certifiable part of a job (Government of Bhutan Thimphu, 2014).

TVET is often regarded as workforce education, particularly; it facilitates the adjustment of the skills and knowledge of man to the changing demands of society. It places emphasis on the skill development of the individuals in a chosen or emerging occupation (Olabiyi & Chinedu, 2018). TVET, therefore, has a significant role to play in raising the quality of work and competency of TVET graduates, increasing job satisfaction and motivating workers as well as enhancing their productivity (Manfred & Jennifer, 2004). Put succinctly, TVET prepares individuals for the ever-changing world of work. Workforce development is a process used to align the needs and priorities of an organization with those of its workforce to ensure that it can meet its legislative, regulatory, service and production requirements as well as organizational objectives (Sloan, 2010). Workforce development has evolved from a problem-focused approach, addressing issues such as low-skilled workers and the need for more employees in a particular industry, to a holistic approach constituting participants' many barriers and the overall needs of the region (Meléndez, 2004).

Today workforce development often is seen as a solution to issues of social equity. Historically, it has existed in two forms: place-based strategies that attempt to address the needs of people living in a particular neighborhood, or sector-based strategies that focus on matching workers' skills to needs in an industry already present in the world of work, such as healthcare or manufacturing. Some contemporary workforce development programs attempt to combine elements of both approaches, linking employment training with other government programs and community resources to provide wrap-around services and prepare individuals for the highly digital world they are introduced to upon graduation from TVET institutions.

Current debates and activities in the area of Technical Vocational Education and Training (TVET) curriculum development and implementation reflect a wide variety of issues and subjects, ranging from gaining basic skills that require few materials and little investment to vocational content in higher education. TVET as a form of education is intended to impart knowledge, and skills (competencies), the right attitude, autonomy of identity, perseverance, and character and the work ethic into trainees in readiness for work and general employment. This, in turn, leads to productivity, social inclusion and economic development (UNESCO-UNEVOC, 2013). TVET has been found to provide central pedagogical strategies for transmitting inexperienced young people from school-life to the harsh realities of work-life. Curricula are formally specified in such learning and teaching entities as units, courses, clusters, sequences, and other specifications. The curriculum for TVET is developed to offer complete training in general education and trade or occupational areas. The curriculum in TVET is the totality of those experiences, knowledge, skills, and activities systematically planned to educate youth for gainful employment in any chosen occupation or cluster of occupations.

TVET curriculum consists of those programs of instruction, organization, and evaluation of all structured systematically to enable the student to acquire the knowledge and skills necessary for securing and advancing in any chosen occupation. In each case, learning involves the acquisition of knowledge, mastery of certain skills and the development of desirable attitudes (Olabiyi, 2005). It is a plan for training designed to provide a complete set of learning experiences including workshops, classroom experiential and self-guided training delivery recommendations that will lead to the achievement of the desired set of competencies (UNESCO, 2015). The intended school curriculum is expressed in policy documents,

curriculum frameworks or guidelines, frameworks of standards and assessment, syllabi, textbooks, and other instructional materials and clearly defines the structure, content, and methods of intended learning experiences. This intended curriculum is then put into practice through real teachers interacting with real students in real schools. It is the real or implemented curriculum that shapes students' learning experiences and determines their learning outcomes (UNESCO-IBE, 2016).

Training implemented properly will ensure that employees or TVET graduates can perform a job to the standard specified; and that they possess and acquire the desired skills, knowledge and attitude required by the industries and employers (Government of Bhutan Thimphu, 2014). Curriculum implementation is the process of converting the inputs, finances, information, and materials, technical, human, demand and support into output production of goods and services. It is the stage at which the content is made specific and meaningful to the general public concerned. In other words, curriculum implementation is the process of transferring the curriculum document by the combined efforts of the students, teachers, and educators concerned. This entails putting into practice the officially prescribed courses of study, syllabuses, and subjects. The process involves helping the learner acquire knowledge or experience. Implementation of TVET curriculum requires a holistic approach that takes into consideration the curriculum content, teaching materials, machinery, and equipment as well as industrial participation with an emphasis on digging down into the basics of TVET which has suffered from a focus on the basic at post-primary level in Nigeria

Over the past two decades, Nigeria has scored highly on virtually every annual global corruption index, especially regarding the pilferage of public funds. Corruption is a

phenomenon that contravened the normal legal convention and shortcuts the benefits of many entities for a few individuals. The education sector is an expensive program, and opportunities for corrupt practices are numerous. TVET is intricately linked to the vice of corruption because it is a costly term of education in terms of equipment, tools, and materials needed for training (AFDB, 2013). This factor makes TVET especially susceptible to corrupt tendencies. In addition, TVET projects such as building and construction usually involve a huge sum of money, a situation that can be very tempting to ethically and morally bankrupt public officials. For example, some of the heads of tertiary institutions have been sacked from office for misappropriation of public funds. The procurement cycle in Nigeria is also unnecessarily long and complicated, again providing fertile ground for corruption in form of connivance to hike the price of equipment, tools, goods, and services, in addition to the supply of sub-standard, tools, machines, equipment, materials and services.

Although, it is difficult to measure the prevalence of corruption in TVET institutions it is fair to estimate that it is widespread in our country today. Where corruption is rampant there is a great risk that social thrust may wither away and that the development of the potential of the country may be undermined. Okuntade & Ogunjinmi (2009) pointed out that adolescents often become familiar with corruption at schools and universities. When this happens, a central role of the education sector namely imparting ethical values and behavior becomes impossible, resulting in corruption becoming the norm at all levels of society. The dictionary defines corruption as academic impairment of integrity, virtue or moral principle. Corruption according to the Oxford Dictionary of Current English is that it is an act of dishonesty, especially using bribery. It is also defined as immoral or wicked

behavior and any errors or alterations that make among others unreliable are acts of corruption (Ivowi, 2007). It implies that it is an inducement to wrong by improper or unlawful means. Although there are guides for societal transparency and democratic government, no one has developed a worldwide academic corruption index. Yet it is known from limited research and news reports that countries and some academic institutions are prone to corrupt practices of various kinds (Dike, 2007; Jarvis, 2004 and Lickona, 2004). Hardly any academic institution is completely immune from at least some elements of corruption.

Since the structure in most TVET institutions does not correspond to modern requirements, corruption is a widespread phenomenon in the process of accreditation, licensing and certification, admission, promotion, procurement, absenteeism among others. Lecturers and administrators have gotten used to abusing their position, receiving gifts for performing their duties and receiving bribes in exchange for a good evaluation of a certain category of students. Corruption has enjoyed sufficient growth in Nigeria over the decades because the consequences against corruption practices have zero or low implementation level. The lack of consequences for corrupt people has expanded and these have encouraged many uncorrupt Nigerians to be corrupt since no consequences are attached. Nigeria's reputation in the global world has been weakened severely with gigantic corruption records. These acts have great consequences on the TVET program in Nigeria. A TVET graduate without relevant skills may not have good job success, allowing students to graduate with skill deficiencies has far-reaching implications for their careers. Hence, in preparing students for successful and productive participation for the world of work, TVET institutions have an enormous responsibility in ensuring that these graduates are better equipped to face the challenges that lie

in their future careers. TVET graduates need to be assisted and prepared satisfactorily for initial and continued employment through the provision of relevant training facilities required for workforce development. Education is a means of strengthening the social, economic and unity of society and if students find widespread corruption in education system especially TVET institutions, they will lose faith in the future of their nation and come to believe that corruption in public is a normal and acceptable situation and will not prepare to earn their living through legitimate means. Hence, the paper is set out to determine: corruption: the bane of effective implementation of the TVET curriculum towards developing the workforce.

Statement of the Problem

TVET to play two fundamental roles in the national sustainable development (social, economic and environmental development) The first is to provide training opportunities and career advancement avenues for the increased school leavers, while the second is to provide a skilled workforce that is needed at all levels of the economy. The skills so developed should be able to lead to self-reliance in the absence of salaried employment and enhance the industrialization process (Okolocha, 2012). However, developing countries have a relatively large percent of skilled yet unemployed people and large cheap unskilled labor force. The major reason for the self-employability gap is the inability of TVET institutions to effectively implement their curricula according to the need and demands of the job markets. The inability of given a level of technical skill required as the workforce is a result of poor quality education and training received which was blamed on corruption (Olabiyi & Lamidi, 2009). The core role of TVET in enhancing the informal sector and in offering skills and knowledge to the unskilled has not been keenly appreciated as a

result of lack or obsolete training facilities required for developing a workforce.

Corruption in TVET institutions destroys the very core of TVET objectives. Funds are misused, and the result is that classrooms, laboratories/ workshops, libraries do not have the support they need. Corruption promotion policies mean that the best minds are not rewarded, and many with the best brain will even wish not to be part of TVET institutions. Also, a corrupt admission arrangement means that the best students and those who are interested and willing to study TVET may not be admitted. The effective implementation of the TVET curriculum can be obtained only when the basic principles of TVET are applied. Such principles include among others, the instructor being expert in his/her field; adequate provision of training facilities provided and admission of only genuinely interested students (Olabiyi & Lamidi, 2009). How can TVET institutions equip individuals with relevant skills and knowledge with corrupt educational administrators and other stakeholders? The system requires a new paradigm, new minds set, new skill set, new toolset and new habit from all stakeholders to effectively tackle corruption in developing a sound workforce. The inability of TVET institutions to effectively implement curriculum will therefore likely result in unintended consequences like armed robbery, ritual killings, car theft, and other vices.

Purpose of the Study

The main purpose of the study is to determine corruption: the bane of effective implementation of the Technical Vocational Education and Training curriculum towards developing the workforce. Specifically, it identifies the: various corrupt practices that affect the implementation of the TVET curriculum, problems corrupt practices exert on implementation of TVET curriculum, and practical solutions to curb corrupt practices in the implementation of the TVET curriculum.

Research Questions

1. What are the various corrupt practices that affect the implementation of the TVET curriculum?
2. What are the problems that corrupt practices exert on the effective implementation of the TVET curriculum?
3. What are the practical solutions to curb corrupt practices in the implementation of the TVET curriculum?

Hypotheses

The following null hypotheses were tested at 0.05 level of confidence:

- Ho₁: There is no significant difference between the mean responses of TVET lecturers and TVET administrators regarding the various corrupt practices that affect the implementation of the TVET curriculum.
- Ho₂: There is no significant difference between the mean responses of TVET lecturers and TVET administrators regarding the problems that corrupt practices exert on effective implementation of TVET curriculum
- Ho₃: There is no significant difference between the mean responses of TVET lecturers and TVET administrators concerning the practical solutions to curb corrupt practices in the implementation of TVET curriculum

Methods

The research employed a descriptive survey research design. One hundred and seventy-five comprised of 108 TVET lecturers and 67 TVET administrators in Lagos state, Nigeria participated in the study. The instrument for data collection was a structured questionnaire. The instrument had four sections A to D. Section "A" sought information on personal data of the respondents such as status, years of experience and sex. Section B, C& D sought information on the three research questions. The questionnaire was subjected to face and content validation by three experts. The internal consistency of the

instruments was determined using Cronbach Alpha. The reliability coefficient was $\alpha = .86$. The instrument was administered to the respondents through research assistants and personal contact. Out of 175 questionnaires

administered, 168 were duly filled and returned. These represented a 96% rate of return. Data generated from the questionnaire were analyzed using mean and t-test statistics at .05% level of significance.

Results and Discussion of Findings

Research Question 1: What are the various corrupt practices that affect the implementation of the TVET curriculum?

Table 1a.

Table 1a: mean and standard deviation of respondents' responses with respect to various forms of corrupt practices that affect the implementation of TVET curriculum N=168

S/N	Various Forms of Corrupt Practices	Mean	SD	Remarks
1.	Staff recruitment and postings influenced by bribes and sexual favors deter effective implementation of TVET curriculum	3.63	.488	Agreed
2.	Embezzlement of funds intended for teaching materials leads to a lack of necessary training facilities required for implementation	3.61	.499	Agreed
3.	Institutions window dressing facilities and borrowing of equipment and materials to get full accreditation	3.61	.494	Agreed
4.	Inflation of contracts and collection of unmerited claims by staff jeopardize implementation process	3.54	.505	Agreed
5.	Appointment of unqualified People as TVET lecturers and Technologists	3.66	.480	Agreed
6.	Politicization of important procurement decisions on TVET facilities	3.54	.505	Agreed
7.	Extortion for services that should otherwise be offered for free especially facilities allocation	3.49	.506	Agreed
8.	Diversion of school funds and properties meant for TVET for a private or commercial purpose is an obstacle to curriculum implementation	3.71	.461	Agreed
9.	The politicization of institutional development and location decisions of TVET projects affects curriculum implementation	3.76	.435	Agreed
10.	Alteration of grades to favor or victimize students during result collation is a major hindrance to achieving TVET objectives	3.63	.488	Agreed
11.	Lateness to work and outright absence from work without involving TVET personnel hindering effective curriculum implementation	3.80	.401	Agreed
12.	Abuse of admission procedures or offer of admission to unqualified candidates for TVET program defeat curriculum objectives	3.51	.506	Agreed
13.	Sub-standard training facilities purchased due to manufacturers bribes,	3.66	.480	Agreed
14.	Bribes to auditors for not disclosing the misuse of fund meant for TVET	3.54	.505	Agreed

15.	Procurement of outdated or sub-standard tools and equipment	3.63	.48 8	Agreed
16	Insufficient supervision of the curriculum implementation processes	3.76	.43 5	Agreed
17	Payment of contracts based on false reports hindering TVET curriculum implementation	3.54	.50 5	Agreed

Benchmark mean=3.50

Table 1 presents the mean responses of TVET lecturers and their administrators regarding the various forms of corrupt practices that affect the implementation of the TVET curriculum. The mean score of each item on various form of corrupt practices identified through the study ranging from 3.50 to 3.88, indicated that these corrupt practices affect implementation of TVET curriculum, some of which include: staff recruitment and postings influenced by bribes and sexual favors; embezzlement of funds intended for teaching materials leads to lack of necessary training facilities; appointment of unqualified personnel as TVET lecturers and technologists; diversion of school funds and properties meant for TVET for private or commercial purpose; alteration of grades to favors or victimize students during result collation; abuse of admission procedures or offer of admission to unqualified candidates for

TVET program defeat curriculum objectives and sub-standard training facilities purchased due manufacturers bribes.

Research Hypothesis 1: (H_{01}) There is no significant difference between the mean responses of TVET lecturers and TVET administrators regarding the various corrupt practices that affect the implementation of the TVET curriculum.

In order to determine the significant difference of TVET lecturers and their administrators regarding the various forms of corrupt practices that affect the implementation of the TVET curriculum, an independence sample t-test was conducted to compare the mean scores of lecturers and their administrators. The independent sample t-test scores were presented in Table 1b.

Table 1b

Table 1b: Independent samples t-test statistics of mean responses of respondents with respect to various forms of corrupt practices that affect the implementation of the TVET curriculum. N=168

Variables	N	Mean	SD	Df	T	Sig.
TVET Lecturers	103	61.41	4.04	73	2.05	0.04
TVET Administrators	65	59.50	4.01			

As shown in Table 1b, TVET lecturers had a relatively higher mean score of 61.41 than TVET administrators with a mean score of 59.50 vis-à-vis, various forms of corrupt practices. There was a statistically significant difference between TVET lecturers' and

administrators' mean scores on various forms of corrupt practices ($t=2.05$ $p < .05$). With this result, the null hypothesis (H_{01}) of no significant difference was rejected at 0.05% level of significance.

Research Question 2: What are the problems that corrupt practices exert on effective implementation of the TVET curriculum?

Table 2a

Table 2a: mean and standard deviation of respondents' responses with respect to problems various corrupt practices exert on effective implementation of TVET curriculum N=168

S/No	Problems corrupt practices exert on effective implementation of TVET curriculum	Mean	SD	Remarks
1.	Funds are misused and the result is that libraries and laboratories remain ill-equipped	3.80	.401	Agreed
2.	Corrupt admission arrangements mean that the best student may not be admitted for the program	3.54	.505	Agreed
3.	Corrupt promotion policies mean that the best mind is not rewarded and many may not put in their best	3.37	.488	Agreed
4.	Corruption in education is a major hindrance for developing an effective workforce	3.49	.506	Agreed
5.	Corruption in TVET is costing young people their future as TVET provides a low skilled workforce for both the private and public sector	3.63	.488	Agreed
6.	Nigeria has a large cheap unskilled labor force, as a result of corruption through lack of quality education and training	3.46	.505	Agreed
7.	Corruption is a core issue as to why TVET Institutions are not able to purchase the most appropriate training facilities for practical training	3.56	.502	Agreed
8.	Corrupt practices hinder TVET institutions to employ trained trainers, assessors and support them in updating and upgrading their skills.	3.49	.506	Agreed
9.	Corrupt practices encourage many uncorrupt TVET students and staff to be corrupt since no consequences are attached for corrupt people	3.51	.506	Agreed
10.	Corruption in TVET institutions destroy the concept of meritocracy, academic inquiry honest in teaching and research	3.68	.471	Agreed
11.	Where merit does not count and success comes through manipulation and bribery, implementation of TVET is shaken	3.66	.480	Agreed

Benchmark mean=3.50

Result as can be seen in the data presented in Table 2a above, revealed that the mean responses of TVET lecturers and their administrators were agreed with the problems that corrupt practices exert on effective implementation of the TVET curriculum listed. The problems that corrupt practices exert on effective implementation of TVET curriculum identified through the study among others are:

funds are misused and the result is that libraries and laboratories remain ill-equipped; corrupt admission arrangements means that best students may not be admitted for the program; corruption destroy the concept of meritocracy, academic inquiry honest in teaching and research; corruption in TVET is costing young people their future as TVET provides low skilled workforce for both private and public

sector; Nigeria has a large cheap unskilled labor force, as a result of corruption result to lack of quality education and training and corrupt practices encourage many uncorrupt TVET students and staff to be corrupt since no consequences are attached for corrupt people. All the items have their means scores of 3.52 and above. This signifies that corrupt practices are threatening to and serves as the barriers as a

hedge to effective implementation of the TVET curriculum.

Research Hypothesis 2 (Ho₂) There is no significant difference between the mean responses of TVET lecturers and TVET administrators concerning the problems that corrupt practices exert on effective implementation of the TVET curriculum. Independent samples t-test was used to test the opinion of lecturers and their administrators

Table 2b

Table 2b: Independent samples t-test statistics of mean responses of respondents with respect to problems corrupt practices exert on effective implementation of the TVET curriculum. N=168

Variables	N	Mean	SD	Df	T	Sig.
TVET Lecturers	103	42.80	3.08	73	1.38	0.17
TVET Administrators	65	41.94	2.29			

As revealed in Table 2b, TVET lecturers had a relatively higher mean score of 42.80 than TVET administrators with a mean of 41.94 regarding the problems that corrupt practices exert on effective implementation of the TVET curriculum. There was no statistically significant difference between TVET lecturers' and administrators' mean scores on the problems

that corrupt practices exert on effective implementation of TVET curriculum ($t=1.38$ $p>.05$). It was apparent that the respondents considered the problems that corrupt practices exert on effective implementation of the TVET curriculum as a threat to enhance workforce development.

Research Question 3: What are the practical solutions to curb corrupt practices in the implementation of the TVET curriculum?

Table 3a

Table 3a: mean and standard deviation of respondents' responses with respect to practical solutions to curb corrupt practices towards effective implementation of TVET curriculum N =168

S/No	Practical Solutions to Curb Corrupt Practices Towards Effective Implementation of TVET Curriculum.	Mean	SD	Remarks
1.	Improving the quality of TVET staff through training and workshop should be encouraged towards curriculum implementation	3.85	.358	Agreed
2.	Rewarding of lawful behavior should be stimulated by paying good salaries of staff and giving the act of better rewards	3.59	.506	Agreed
3.	Organized and carrying out effective monitoring of the TVET program through attendance of staff and students	3.66	.505	Agreed
4.	Character and moral education should be given to TVET students with the aim of developing good judgment, integrity, and trustworthiness	3.56	.502	Agreed

5.	Develop public control, through the publication of information activities of TVET programs in mass-media and relevant magazines	3.57	.50 2	Agreed
6.	Reposition of TVET for improved relevant skill acquisition through the use of on-the-job training program	3.54	.50 5	Agreed
7.	Adequate provision of basic training facilities such as hand tools, consumable items, and equipment be made for Implementation of TVET	3.61	.49 4	Agreed
8.	Improving on funding and incentives for the TVET personnel and students should be made through industries	3.68	.47 1	Agreed
9.	High-quality assurance of assessment should be valid and reliable in implementation of TVET curriculum	3.73	.44 9	Agreed
10.	TVET institutions should be creative and explore legitimate avenues for revenue generation	3.61	.49 4	Agreed
11.	A systematic overhauling of the TVET program by strengthening regulatory systems and management of TVET institutions	3.51	.50 6	Agreed
12.	Sanction mechanism for unlawful behavior should be put in place and enforced by the government and TVET institutions	3.56	.50 2	Agreed

Benchmark mean=3.50

The data presented in Table 3 revealed that TVET lecturers and their administrators agreed with all the items listed on practical solutions indicate that they were appropriate to curb corrupt practices in the implementation of the TVET curriculum. The items among others include: improving the quality of TVET staff through training and workshop; rewarding of lawful behavior by paying good salaries of staff and giving act of better rewards; organized and carrying out effective monitoring of the TVET program through attendance of staff and students; character and moral education be given to TVET students with aim of developing good

judgment, integrity, and trustworthiness; adequate provision of basic training facilities such as hand tools, consumable items, and equipment be made for Implementation of TVET and Sanction mechanism for unlawful behavior should be put in place and enforced by government through TVET institutions. With mean values ranging from 3.51 to 3.85 above the cut-off point of 3.50. This signifies that corrupt practices in TVET institutions can be curb if these practical solutions are put in place and enforced.

Research Hypothesis 3 (H_{03}) There is no significant difference between the mean responses of TVET lecturers and TVET administrators concerning the practical solutions to curb corrupt practices in the implementation of the TVET curriculum. Independent samples t-test was used to test the opinion of lecturers and their administrators

Table 3b

Table 3b: Independent samples t-test statistics of mean responses of the respondents with respect to practical solutions to curb corrupt practices towards effective implementation of the TVET curriculum. N =168

Variables	N	Mean	SD	Df.	T	Sig.
TVET Lecturers	103	42.90	3.18	73	1.73	0.57
TVET Administrators	65	41.58	3.37			

As shown in Table 3b, TVET lecturers had a relatively higher mean score of 42.90 than TVET administrators with a mean of 41.58 regarding practical solutions to curb corrupt practices. There was no statistically significant difference between TVET lecturers' and administrators' mean scores on practical solutions to curb corrupt practices in the implementation of TVET ($t=1.73$ $p > .05$). Thus, we accept the null hypothesis that there is no significant difference between the mean responses of TVET lecturers and TVET administrators concerning the practical solutions to curb corrupt practices in the implementation of the TVET curriculum.

Discussion of Findings

The first null hypothesis sought to determine whether any significant difference exists between the responses of administrators in TVET institutions and their lecturers regarding the various form of corrupt practices that affect the implementation of the TVET curriculum. Consequently, the null hypothesis was rejected. It was therefore concluded that a significant difference exists between the mean responses of respondents regarding the form of corrupt practices that affect the implementation of the TVET curriculum. The findings in respect of hypothesis one agreed with the perceptions of Ivowi (2009) that people perceive corruption differently, and grouped profile of corruption into two major areas: (i) document and documentation in the area of reports, briefs, supply of inferior goods and services, supply and withdrawal of goods and collusion between suppliers and receivers, (ii) projects where contracts are awarded various sharp practices includes: bribery, denial of due process falsification, fraud and use of fonts to supplies and contracts. Aduda (2009) in his own, group form of corrupt practices to; policy in the area of resource allocation, politicization of institutional development, diversion of school fees and property, admission racketing among others, while on academic staff include; sales of grades

and scores in cash or kind, use of outdated lecture notes, forceful extortion of through sales of course materials, some even go along with marks/scores as part of continuous assessment. Students also involve through designer gifts to solicit undue favors, plagiarism, offer rewards in kind or cash to obtain favors, parents encourage their children to buy admission, buy promotions, examination papers, and scores. Okuntade & Ogunjinmi (2009) identifies a lack of transparent regulations and criteria as a factor that offers opportunities for corruption.

The t-test analysis between the mean responses of administrators in TVET institutions and their lecturers on problems that corrupt practices exert on effective implementation of the TVET curriculum did not differ significantly, hence the second null hypothesis was accepted ($t=1.38$ $p > .05$). It was therefore concluded that there was no significant difference between the mean responses of TVET administrators and their lecturers on problems corrupt practices exert on curriculum implementation. The finding with respect to hypothesis two agreed with the view of Okonjo-Iweala, (2018) who lamented that the greatest danger corruption poses for a nation beyond the diversion of public funds is that it corrodes its value system. She said: People get passionate about the issue of money diverted that could have been used for education or

health. She said we all talk about it, but she emphasized that the worst thing about corruption is the way it corrodes the value of the society; the way it insidiously undermines the integrity, trust, and the very fabric of society. Okonjo-Iweala added that it is very difficult to get a young person that believes they can actually achieve something on merit. The person wants a job, they look for someone who is going to introduce them to someone. Olabiyi & Lamidi (2009) in their study found out that the effects of corrupt practices on TVET students include that: students lack the necessary skills required to make them economically self-reliant, it produce unemployable graduates, students not adequately prepared for a fulfilled life. They emphasized that TVET institutions have been thrown into the spotlight, particularly the poor quality of facilities and even worse administration. Corruption has been allowed to fester and is costing young people their future as TVET institutions are an important avenue for students to develop the necessary skills they need to participate in the economy (Olabiyi & Lamidi, 2009).

The analysis of the t-test between the mean responses of TVET administrators and their lecturers on practical solutions to curb corrupt practices in the implementation of the TVET curriculum showed that the null hypothesis was accepted ($t=1.38$ $p>.05$). It was therefore concluded that there was no significant difference between the mean responses of TVET administrators and their lecturers on practical solutions to curb corrupt practices in the implementation of the TVET curriculum. The finding in respect of hypothesis three is in agreement with the suggestion of Okuntade & Ogunjinmi (2009) who advised that administrative law reform which focuses on depoliticizing TVET institutions, improving the quality of staff through training and workshops, pay and conditions should be set up. Such a reform would be useful in decision-making more transparent better accounting and auditing. Also, rewarding of lawful behavior should be encouraged, a decision need to be making by

committees rather than individuals and character and moral education should be given priority in TVET institutions. Also, admission into TVET program should be done on merit and given to students who have interest and willing to benefits from the programs (Olabiyi, 2005) Furthermore, the study is in line with Olabiyi & Lamidi (2009) who suggests that ministry through technical education board should develop medium-term program specifying implementation guides, independent monitoring should be set up to monitor and evaluate implementation process, employment of qualified and interest personnel should be made and exposing unethical and illegal practices and punishing those who engage in them.

The Implication of the Findings

The findings of this study have far-reaching implications for governments at both federal, state, local and their agencies to formulate a policy that will ensure effective implementation of the TVET curriculum. Also, the active cooperation of all stakeholders is sought towards developing a skilled workforce. TVET administrators need to ensure that school facilities are not diverted for personal use, provision should be made for tools, equipment and materials required for the implementation of TVET curriculum to enhance workforce development and admission should be based on merit and not given based on the highest bidder. Lecturers should update their knowledge and not force students to buy lecture notes. Also, parents and students should not offer money for admission and grades, and they should be ready to make a living through legitimate means.

Conclusion

Based on the findings of the study, it was concluded that there were various forms of corrupt practices that affected the effective implementation of the TVET curriculum, and these corrupt practices threatened workforce development thereby leaving youths without saleable skills. Thus, commitment should be made to ensure that the workforce is developed through TVET.

Recommendations

It was recommended that:

1. TVET administrators and lecturers should be made to be accountable for curriculum implementation. Accountability in TVET programs is a reckoning of the degree of professional responsibility felt by lecturers towards their students in developing the workforce.
2. TVET institutions should be repositioned to improve relevant skills needed by the workforce and appropriate leadership styles and skills should be applied to move men to accomplish the desired TVET goals, and relevant training resources should be made available for effective implementation of TVET curriculum.
3. The policy should be made to ensure that various practical solutions identified be used to curb the problems corruption exert on curriculum implementation, in order to ensure skilled workforce development.
4. There should be a reform program that will regulate the activities of TVET institutions and management for effective rewards and sanctions mechanisms should be made available for erring staff. It is high time the meaningless talk is replaced by swift action to ensure that young people are given every opportunity to gain the skills they need to pursue opportunities for a better life.

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