ASSESSMENT OF DEMAND DRIVEN ACTIVITY AND SUPPLY DRIVEN ACTIVITIES OF TECHNICAL AND VOCATIONAL EDUCATION TRAINING (TVET) IN TECHNICAL SCHOOLS IN AKWA-IBOM STATE

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Abstract
The study Examined demand and supply driven activity and Technical Vocational Education Training (TVET) programmes in Akwa-Ibom state. Expo-facto design was used for the study. The area of the study is Akwa-Ibom state. Two research questions and two hypotheses guided the study. A sample size of 1100 respondents comprising 120 teachers and 980 students in technical secondary schools in Akwa-Ibom were drawn through the use of purposive sampling technique that considered all the targeted population of 1100. A 4-point rating scale questionnaire with face and content validity ascertained by three experts from; Measurement and Evaluation, Agricultural Science Education Curriculum Studies in the College of Agricultural and Science Education in Michael Okpara University of Agriculture Umudike and reliability coefficient of 0.70 and 0.75 for the two clusters as a measure of internal consistency was obtained through Cronbach Alpha method. The 1100 copies of questionnaires were administered with the help of three research assistants. Research questions were answered using mean ratings and standard deviation, while the hypotheses were tested using z-test at 0.05 level of significance. The result of the findings revealed that demand driven activities to a high extent enhance TVET programme in Akwa-Ibom state. Supply driven activities to a low extent enhance TVET Programme in Akwa-Ibom state. Based on the findings, recommendations were made; that non-governmental agencies and government should encourage and sensitize the community for more active involvement in TVET programmes, government should renovate all TVET centers in the state and equip it with high technical facilities required for global change and among others.

Keywords: Demand Driven Activity, Supply Driven Activity, Technical Vocational Education.

Introduction
Technical and Vocational education in Nigeria appear to be theoretical with the way it is being handled. It should be noted that technical and vocational education are designed to equip the students with various skills acquired from constant training and supervision. The major aim of TVET is to become an instrument of self employment to the individual who has been empowered not only by subject matter inhibition but who through experimental learning perceived it as real life solution to problems and can make use of his initiative
Management of Training Corporation MTC discovered that TVET institutions in developing countries still provides courses that are very outdated and not relevant to their labour market. They continue offering the programmes because, "that is the way we have always done it". In such countries, which Nigeria is one of them the demand for those occupations may be very weak, but for the sake of offering something the courses continued. In some cases, government do not assess the level of technical and vocational education. In countries where government include labor market analysis and training for demand occupations as part of the accreditation process of TVET institutions, there is evidence that students are trained better, more employable and find employment quickly after graduation (Prasad abd Bahr, 2010). TVET institutions have better relationships with local and regional employers, which usually leads to more job placements in a shorter period of time following program completion. Hence the need for demand driven training to activities of TVET.

In developing countries, automobile repair and construction are two of the demand occupations. Iraq is an example of a country that prior to the occupation, had very few cars because of the cost and also the embargos on imports to Iraq. After the end of the Saddam regime, more people found the opportunity to own a vehicle. Unfortunately, the automobiles that were purchased were mainly older United States models and not in good repair. Furthermore, there was lack of mechanics that could work on cars of any make and model. Automobile repair quickly became a demand occupation and TVET Institutions began searching for updated curricula and machinery to provide auto mechanic training. With knowledge gained from a labor market analysis in 2005, institutions were informed that not only was it very likely that the number of automobiles would increase in the next 5-10 years, but that repairing newer model cars would also require training in computer diagnostics. Through donor funding, the Ministry of Labor and Social Affairs was able to finance the upgrades and training needed for this new demand occupation.

Demand driven training or activity can be described as the firm need of manpower in a certain vocational skills required for urgent correction or development of a nation. Olenik and Fawcett (2012) described demand driven training as technical and vocational career ladders that enrich the students with skills needed by the country for the development of the nation and benefit of the apprentice that acquired such skill. He further characterized demand driven training as cost effective, greater income for employers and institutions. Demand driven training of TVET includes employers involved in the training of the future workforce through training networks. Training networks include a partnership formed through an agreement and signed Memorandum of Understanding (MOU) where TVET institutions, employers, industry, associations, education entities and community stakeholders all contribute to the training of the emerging and incumbent workforce. Another importance of demand driven activity of TVET is that TVET produce graduates with recognized certificate or trade mark certificates. TVET graduates can develop adaptive and transferable skills that can apply within and across viable sectors. Employers are encouraged to offer on-the-job training and work attachments when TVET institutions provide demand driven training. Workers who are trained in
a demand occupation not only possess the skills which will be attractive and in need by employers, but they will have increased self confidence that they will be employed longer and in an occupation that will be around for awhile. In a recent study conducted for USAID by The Aguirre Division of JBS International, we learn that “workforce development programs that include apprenticeship, classroom vocational skills training, life skills, vouchers and job match or mediation more often see influences on employment and earnings. Program beneficiaries are more likely than non-participants to find employment and oftentimes end up in more formal arrangements that include benefits” (Olenik & Fawcett, 2012).

Demand driven training of TVET can be called Competency Based Training (CBT) (Killer, 2000). Competency Based Training (CBT) is a structured approach to training and assessment that is directed towards achieving specific outcomes. It is about assisting individuals to acquire skills and knowledge with a view to performing a task to a specified standard under certain conditions (Harris, & Hodge, 2012). The Competency Based Training (CBT) programme is an exciting new outcome based qualification which has been developed in partnership with leading employers (Ganzglass, Bird & Prince, 2011). This mode of delivery is providing the kind of workers industry demands and also is preparing individuals for self employment. The introduction of the CBT in the TVET reform will therefore engage most youth of the nation in well structured skills development and workplace experience to ensure employment opportunities and industry led skills development (Killer, 2000). Another vital characteristics of demand driven training relates to its broad curriculum that covers all the facets of Technical and Vocational Education. These facets as outlined by Klein-Collin (2012) includes; vocational agriculture, vocational business and office occupation, distributive education, vocational home economics education and technical education. George (2016) revealed that demand driven activities in TVET programme curriculum have improved the development of western part of Nigeria. He further portrayed that demand driven training of TVET curriculum have a positive relationship with the development of technical and vocational education. Also Killer (2000) revealed that demand driven activities have enhanced TVET programmes to a high extent in Eastern part of Nigeria. He further revealed that demand driven activities have provided a collaborative work among government and non-governmental agencies, example includes May Fair Vocational Skill, FoundationCentre that trains students on shoe making and fish rearing in Aba with the help of Federal Ministry of Agriculture.

Relating this to Akwa-Ibom state, demand driven training of students appear to be inadequate. TVET students seem to study or acquire skills from non-governmental institutions whose curriculum are outdated and the developmental contributions of such skills are minor. Also most of the facilities are in bad conditions and the facilitators are not competent enough to handle the recent trends in TVET. However this brings our attention to supply driven training.

Supply driven training of TVET can be described as skill acquisition training that has no urgent need in the development of a nation. Gooze (2001) described it as the usual way of training students to acquire vocational skills without much importance attached to it. Here supply driven training is considered not to be competitive and lack innovative skills and potentials. Supply driven training is characterized by lack of training networks. In this case LeBlane (2013) opined that supply driven training sometimes is based on the need of the owner of the vocational centre or virtually no developmental need is attached to it. Supply driven training is an outdated method which do not hire or encorporate Computer Based Test (CBT) in their activities. Banta and Blanich (2010) described it as old routine method of acquiring skill where one or two instructors or facilitators teach the students with old curriculum and barely no intensive practice and innovations from the establishments. Besides, teaching and learning processes in supply driven training is poor, it is also characterized with poor assessment method and the little knowledge gained can not be transfered or used effectively in other field of life.

Commenting on TVET programme in Akwa-Ibom, supply driven training appear to be the common training method in the state. All the technical and vocational education in the state seem to be owned by non-governmental agencies whose interest is only to enrich their pockets. McCenigge (2013) postulated that supply based training is not student centred nor competence oriented as in demand driven training rather the owner of the centre is interested in the agreement fee of the apprentice and also hope to use him for his own interest. Adelman (2010) described supply driven training as traditional TVET and demand driven training
as CBT TVET. He further stressed that the curriculum development process of supply driven training is not open to public comment. Ewell (2013) revealed that supply driven training is an outdated method of TVET which do not have positive impact to the development of the nation. Therefore, it is the focus of this paper to bring to limelight the extent demand driven training and supply driven training have enhanced TVET programme in Akwa-Ibom state.

**Statement of the Problem**

For any nation to minimize illiteracy, ignorance and poverty as well as stimulate and accelerate the pace of national development, political consciousness and national integration, there is need to make TVET education compulsory for the populace. Having recognized this fact, Nigeria introduced TVET Education about ten years ago. Nigeria as a matter of fact, has experienced the implementation of different training systems to TVET with their attendant problems. Although TVET is being implemented in the country, but the extent to which the TVET programme achieves its objectives could only be determined through examining the extent demand driven and supply driven TVET training enhanced development. This is the extent to which objectives of the programme are being achieved. Thus, the focus of this study is to examine the extent demand driven and supply driven training of TVET enhance the development of the nation through the evaluation of the objectives of the Universal Basic Education (UBE) in Akwa-Ibom State. In Akwa-Ibom State, the UBE programme is in progress, however, the extent to which the programme (demand driven and supply driven) has achieved its objectives does not seem to have been examined, and every educational programme needs to be constantly and consistently examined to ascertain whether the programme is successful or not, to be continued, to be discontinued, or finally to be improved on, in order to achieve the set objectives. For TVET Programme to be considered successful, it means that the programme is achieving the set objectives. Despite these lofty goals and objectives of TVET Education, people are still having filtered access to formal TVET education which is the bedrock of economic growth in a nation. Those already in school are dropping out, and the level of literacy and numeracy is questionable. This could be detrimental to other levels of education if corrective measures are not taken. The problem of the study therefore is; to what extent have demand driven training and supply driven training enhance TVET programme in Akwa-Ibom state?

**Research Questions**

The following research questions were formulated to guide the study:

1) To what extent does demand driven activities enhance TVET programme in Akwa-Ibom state?

2) To what extent does supply driven activities enhance TVET programme in Akwa-Ibom state?

**Research Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

H01: There is no significant difference between the mean score ratings of students and teachers responses on the extent demand driven activities enhance TVET programme in Akwa-Ibom state.

H02: There is no significant difference in the mean score ratings of students and teachers responses on the extent supply driven activities enhance TVET programme in Akwa-Ibom state.

**Methodology**

**Research Design**

Expo-facto research design was adopted for the study. The design was considered suitable for the study as it employs the study of a small sample to make inference on a larger population. The study was conducted in Akwa-Ibom state situated in the southern part of Nigeria. The choice of this state was informed by the fact that the state has few technical schools and institutions that offers Vocational study programmes

**Population of the Study**

The population of the study covered all the six (6) technical secondary schools in the three educational zones in Akwa-Ibom state with 120 teachers and 980 students who are registered members totalling 1100.

**Sample and Sampling Techniques**
Considering the small nature of the population, a purposive sampling technique was used. All the population served as the sample size. 1100 respondents were used consisting of 120 teachers from all the technical secondary schools in Akwa-Ibom state and 980 students of all the students in technical secondary schools in Akwa-Ibom state, totalling 1100.

**Instrument**

Researcher made structured questionnaire titled “Demand and Supply Driven Activities of TVET Questionnaire” (DSDATVETQ) was used for collecting data. The instrument used were divided into two Sections. Section A was designed to get the personal data of teachers and students of the technical secondary schools. Section B consists of 10 structured questions from the two research questions in order to elicit information on Demand and Supply Driven Activities of TVET. The items were measured on a four point grade scale using the following mean ratings: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, Very Low Extent (VLE) = 1. A mean of 2.5 and above form the criterion for high extent, while below 2.5 means low extent.

**Validity of the Instrument**

Three experts, one each from Departments of Measurement and Evaluation, Agricultural and Science Education and Curriculum studies in Michael Okpara University of Agriculture, Umudike validated the instrument. Their suggestions and criticisms helped to determine the face and content validity of the instrument. The suggestions and corrections made were reflected in the final draft.

**Reliability of the Instrument**

In order to establish the reliability of the instrument, a pilot test was carried out with 60 respondents consisting of 30 teachers and 30 students randomly selected from the three technical secondary schools in Abia state that were not from the area of the study. Cronbach coefficient alpha reliability test was used to estimate internal consistency of the instrument. The reliability index ratio for the two clusters are as follows; 0.70 and 0.75 (see appendix A for details).

**Procedure**

Copies of the questionnaires were administered in accordance with the sample size of 1100, among the 120 teachers and 980 parents of students of the selected technical secondary schools in Akwa-Ibom state with the help of three research assistants (principals of the schools). The researcher and the research assistants travelled to the zones and administered (DSDATVETQ) to the selected teachers and parents with authority from the zonal offices. This increased the response rate and ensured seriousness in the behaviour of the subjects of the study. Total of 1100 copies of questionnaires were administered and 1100 were retrieved. The mean was determined by assigning values to the four point scale which is as follows: VHE-4; Very High Extent, HE-3; High Extent, LE-2; Low Extent, VLE-1; Very Low Extent. To this extent the mean score was then computed as follows:

\[ X = \frac{\sum x}{n} \]

\[ X = \frac{4+3+2+1}{4} = 2.50 \]

The cut-off mean score becomes 2.50; hence any value less than 2.50 is regarded as low extent while above 2.50 is regarded as high extent.

The specification of the z-test statistics used to analyze the hypotheses is as thus:

\[ Z = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \]

**Results**

The results of the study are presented in the tables below

**Research Question 1**

To what extent does demand driven activities enhance TVET programme in Akwa-Ibom state?

**Table: 2: Mean ratings of respondents on the extent demand driven activities enhance TVET Programme in Akwa-Ibom state.**

<table>
<thead>
<tr>
<th>N</th>
<th>Tch</th>
<th>Std.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

246
<table>
<thead>
<tr>
<th>S/N</th>
<th>CLUSTER A</th>
<th>$X_1$</th>
<th>S.D</th>
<th>$X_2$</th>
<th>S.D</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training networks of demand driven activities enhanced TVET programme in Akwa-Ibom?</td>
<td>1100</td>
<td>2.54</td>
<td>0.65</td>
<td>2.78</td>
<td>1.66</td>
</tr>
<tr>
<td>2.</td>
<td>To what extent have demand driven activities produced graduates with recognized certificate?</td>
<td>1100</td>
<td>2.67</td>
<td>0.71</td>
<td>2.62</td>
<td>1.91</td>
</tr>
<tr>
<td>3.</td>
<td>To what extent have demand driven activities enhanced TVET programmes in Akwa-Ibom state?</td>
<td>1100</td>
<td>2.55</td>
<td>0.64</td>
<td>2.87</td>
<td>2.13</td>
</tr>
<tr>
<td>4.</td>
<td>To what extent have demand driven activities offer on the job training and work attachments in Akwa-Ibom state?</td>
<td>1100</td>
<td>2.66</td>
<td>0.71</td>
<td>2.54</td>
<td>1.90</td>
</tr>
<tr>
<td>5.</td>
<td>To what extent have demand driven activities provided collaborative work among government and non-governmental agencies?</td>
<td>1100</td>
<td>2.73</td>
<td>0.71</td>
<td>2.50</td>
<td>1.91</td>
</tr>
</tbody>
</table>

From table 2 above, items 1, 2, 3, 4 and 5 respectively indicated that demand driven activity of training network to a high extent enhanced TVET programme in Akwa-Ibom state ($\bar{x} = 2.54, 2.78$), demand driven activities have produced graduates with recognized certificates ($\bar{x} = 2.67, 2.62$), demand driven activities have transferable skills which have enhanced TVET programmes in Akwa-Ibom state, ($\bar{x} = 2.55, 2.87$), demand driven programme offered on the job training and work attachments in TVET programmes in Akwa-Ibom ($\bar{x} = 2.66, 2.54$) and demand driven activities provided collaborative work among government and non-governmental agencies. ($\bar{x} = 2.73, 2.50$). From the pooled mean, the table shows that demand driven activities to a high extent enhance TVET programme in Akwa-Ibom state. ($\bar{x} = 2.63, 2.66$).
Research Question 2
To what extent does supply driven activities enhance TVET programme in Akwa-Ibom state.

Table: 3: Mean ratings of respondents on the extent supply driven activities enhance TVET programme in Akwa-Ibom state.

<table>
<thead>
<tr>
<th>S/N</th>
<th>CLUSTER B</th>
<th>N</th>
<th>Teacher</th>
<th>Std.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Training networks of supply driven activities enhanced TVET programme in</td>
<td>1100</td>
<td>2.33</td>
<td>1.92</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>Akwa-Ibom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>To what extent have supply driven activities produce graduates with</td>
<td>1100</td>
<td>2.47</td>
<td>1.85</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>recognized certificate?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>To what extent have transferable skills of supply driven activities</td>
<td>1100</td>
<td>2.09</td>
<td>2.44</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>enhanced TVET programmes in Akwa-Ibom state?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>To what extent have supply driven activities offer on the job training</td>
<td>1100</td>
<td>1.88</td>
<td>1.88</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>and work attachments in Akwa-Ibom state?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>To what extent have supply driven activities provided collaborative work</td>
<td>1100</td>
<td>1.68</td>
<td>1.61</td>
<td>Low extent</td>
</tr>
<tr>
<td></td>
<td>force among government and non-governmental agencies?</td>
<td></td>
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</tr>
</tbody>
</table>

Pooled Mean 1100 2.09 1.01 2.22 1.20 Low extent

From table 3 above, items 6, 7, 8, 9 and 10 respectively indicated that training networks of supply driven activities to a low extent enhanced TVET programme in Akwa-Ibom (\(\bar{x} = 2.33, 1.92\)), supply driven activities have not produced graduates with recognized certificates, (\(\bar{x} = 2.47, 2.26\)), transferable skills of supply driven activities have not enhanced TVET programmes in Akwa-Ibom state (\(\bar{x} = 2.09, 2.45\)), supply driven activities do not offer on-the-job training and work attachments (\(\bar{x} = 1.88, 2.21\)) and supply driven activities do not encourage collaborative work force among government and non-governmental agencies (\(\bar{x} = 1.68, 2.26\)). From the pooled mean, the table shows that supply driven activities to a low extent enhance TVET programmes in Akwa-Ibom state (\(\bar{x} = 2.09, 2.22\)).

Hypothesis 1
H01: There is no significant difference between the mean score ratings of students and teachers responses on the extent demand driven activities enhance TVET programme in Akwa-Ibom state.

Table 4: z-test analysis of responses from teachers and students on the extent demand driven activities enhance TVET programme in Akwa-Ibom state.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>(\bar{X}_1)</th>
<th>S.D</th>
<th>Std Error</th>
<th>df</th>
<th>Level</th>
<th>z-cal</th>
<th>t-tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>980</td>
<td>2.66</td>
<td>1.22</td>
<td>0.0919866</td>
<td>1098</td>
<td>0.05</td>
<td>3.2609</td>
<td>1.96</td>
</tr>
<tr>
<td>Teachers</td>
<td>120</td>
<td>2.63</td>
<td>1.5</td>
<td>0.0482309</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The mean scores of the two groups were subjected to z-test statistic. The result presented in Table 4 shows that there is a significant difference between the mean ratings of the two groups. This is because the z-calculated (3.2609) is above the acceptance region of -1.96 to +1.96, degree of freedom 1098. Since the value of z-observed is greater than t-tabulated, we would reject null hypothesis. This implies that there is a significant difference in the mean score rating of students and teachers response on the extent demand driven activities enhance TVET programme in Akwa-Ibom state. However this signifies that demand driven activities to a high extent enhance TVET programme in Akwa-Ibom state.

Hypothesis 2:
H02: There is no significant difference in the mean score ratings of students and teachers responses on the extent supply driven activities enhance TVET programme in Akwa-Ibom state.

Table 5: z-test analysis of responses from teachers and students on the extent supply driven activities enhance TVET programme in Akwa-Ibom state.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>( \bar{X}_2 )</th>
<th>S.D</th>
<th>Std Error</th>
<th>DF</th>
<th>Level</th>
<th>z-cal</th>
<th>t-tab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>980</td>
<td>2.22</td>
<td>1.20</td>
<td>.0482309</td>
<td>1098</td>
<td>0.05</td>
<td>-8.2609</td>
<td>1.96</td>
</tr>
<tr>
<td>Teachers</td>
<td>120</td>
<td>2.09</td>
<td>1.01</td>
<td>.0919866</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The mean scores of the two groups were subjected to z-test statistic. The result presented in Table 4.6 shows that there is a significant difference between the mean ratings of the two groups. This is because the z-calculated (-8.2609) is below the acceptance region of -1.96 to +1.96, degree of freedom 1098. Since the value of z-observed is less than z-tabulated, we would reject null hypothesis. This implies that there is a significant difference in the mean score rating of students and teachers responses on the extent supply driven activities enhance TVET programme in Akwa-Ibom state.

Discussion of Findings
Determine the extent demand driven activities enhance TVET programme in Akwa-Ibom state.

From table 2 above, items 1, 2, 3, 4 and 5 respectively indicated that demand driven activity of training network to a high extent enhanced TVET programme in Akwa-Ibom state (\( \bar{X} = 2.54, 2.78 \)), demand driven activities have produced graduates with recognized certificates (\( \bar{X} = 2.67, 2.62 \)), demand driven activities have transferable skills which have enhanced TVET programmes in Akwa-Ibom state, (\( \bar{X} = 2.55, 2.87 \)), demand driven programme offered on the job training and work attachments in TVET programmes in Akwa-Ibom (\( \bar{X} = 2.66, 2.54 \)) and demand driven activities provided collaborative work among government and non-governmental agencies. (\( \bar{X} = 2.73, 2.50 \)). From the pooled mean, the table shows that demand driven activities to a high extent enhance TVET programme in Akwa-Ibom state. (\( \bar{X} = 2.63,2.66 \)). The findings of the study are in line with George (2016) who revealed that demand driven activities of TVET curriculum have improved the development of western part of Nigeria. He also revealed that demand driven training of TVET programme have a positive relationship with the development of technical and vocational education. Also killer (2000) in his own view supported the findings of the study; he revealed that demand driven activities have enhanced TVET programmes to a high extent in Eastern part of Nigeria. He further revealed that demand driven activities have provided a collaborative work force among government and non-governmental agencies. The findings also tallies with the interview conducted by the researcher in Akwa-Ibom, the response of the interview revealed that there is a collaborative work force among government and
non-governmental agencies in the state in terms of developing TVET programme which have in turn enhanced standard of living in the state.

**Determine the extent supply driven activities enhance TVET programme in Akwa-Ibom state.**

From table 3 above, items 6, 7, 8, 9 and 10 respectively indicated that training networks of supply driven activities to a low extent enhanced TVET programme in Akwa-Ibom ($\bar{X} = 2.33, 1.92$), supply driven activities have not produced graduates with recognized certificates ($\bar{X} = 2.47, 2.26$), transferable skills of supply driven activities have not enhanced TVET programmes in Akwa-Ibom state ($\bar{X} = 2.09, 2.45$), supply driven activities do not offer on-the-job training and work attachments ($\bar{X} = 1.88, 2.21$) and supply driven activities do not encourage collaborative work force among government and non-governmental agencies ($\bar{X} = 1.68, 2.26$). From the pooled mean, the table shows that supply driven activities to a low extent enhance TVET programmes in Akwa-Ibom state ($\bar{X} = 2.09, 2.22$).

In his own view, Gooze (2001) supported the findings of the study, he described supply driven activities as the usual way of training students to acquire vocational skills without much importance attached to it. Also the findings of the study are in consonant with Banta and Blanich (2010) they described supply driven activities as old routine method of acquiring skill where one or two instructors teach the students with old curriculum and barely no intensive practice and innovations from the establishments. Ewell (2013) supported the findings, he revealed that supply driven training is an outdated method of TVET which do not have positive impact to the development of the nation.

**Conclusion**

Based on the discussion of findings of the study, the following conclusions were made;

The result of the findings revealed that demand driven activities to a high extent enhance TVET programme in Akwa-Ibom state. Supply driven activities to a low extent enhance TVET Programme in Akwa-Ibom state.

**Recommendation**

Following the findings of the study, the researcher made the following recommendations aimed at improving demand driven activities.

1. That government, private organizations and other stakeholders in the field of Education should fund vocational Technical Schools to enhance effective Administration, teaching and learning activities.
2. That the government should promote teaching of TVET subjects by employing and paying the teachers as at when due.
3. That the government should release funds for workshops and seminars for teachers and the community too should be involved in funding workshops and seminar for the TVET teachers.
4. That non-governmental agencies and government should encourage and sensitiz the community for more active involvement in TVET programmes.
5. Government should renovate all TVET centers in the state and equip it with high technical facilities required for global change.

**References**


APPENDIX A
RELIABILITY TEST OF DEMAND AND SUPPLY DRIVEN ACTIVITIES OF TVET.
CLUSTER REPRESENTATIONS

\[ \text{Average interitem covariance: } 34.41822 \]
\[ \text{Number of items in the scale: } 5 \]
\[ \text{Scale reliability coefficient: } 0.7014 \]

CLUSTER 2

Notes:
1. (/m# option or -set memory-) 1.00 MB allocated to data
2. (4 vars, 10 obs pasted into editor)
3. save "C:\Users\Raph\Documents\Stata8A\CLUSTER_A.dta"
   file C:\Users\Raph\Documents\Stata8A\CLUSTER_A.dta saved
4. alpha vhe he le vle
Notes:

1. (/m# option or -set memory-) 1.00 MB allocated to data
   . (4 vars, 5 obs pasted into editor)
   . save "C:\Users\Raph\Documents\Stata8A\CLUSTER_B.dta"
   file C:\Users\Raph\Documents\Stata8A\CLUSTER_B.dta saved
   . alpha vhe he le vle

Test scale = mean(unstandardized items)
Reversed items: vhe he

Average interitem covariance:  35.47222
Number of items in the scale:  5
Scale reliability coefficient:  0.7578