



Quantifying Stakeholders Values of Technical and Vocational Education and Training (TVET) Provision in Nigeria

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Abstract

Technical and Vocational Education and Training(TVET) has many stakeholders, each with their own values and interests. This study will focus on the diversity of the values and interests within and across groups of stakeholders by quantifying the value that stakeholders attached to several quality attributes of TVET, and also find out to what extent TVET stakeholders differ in their values. The quality of TVET therefore, depends on how well it aligns with the values and interests of these stakeholders. The five stakeholders are parents, students, teachers, policy makers, and work place training supervisors. The 9 attributes are employer appreciation of students, graduation rate, obtained computer skills of students, mentoring hours in workplace learning/Students Industrial Work Experience Scheme (SIWES), challenge, structure, students' appreciation of teachers, schooling hours, and attention to civic education. 346 respondents (comprising Parents, Students, Teachers, Policy Makers, and Workplace Training Supervisors) were repeatedly asked to rank a set of 4 programs, each with a specific value on the nine quality indicators. Conjoint analysis was used to obtain the values that the stakeholders assigned to the 9 attributes when evaluating the quality of TVET programs. Rank-ordered logistic regression (Marden 1995) was the statistical/tool used for ranking the respondents values assign to the attributes. The similarities and diversity in values and interests of the different stakeholders will be of use by both Nigerian government and TVET colleges, to improve the overall quality of education and the match between vocational programs and their stakeholders simultaneous evaluation and combination of information in product attributes. Such approach models the decision environment by confronting a respondent with choices that are close to real-life choices. Therefore, it is more realistically than traditional survey methods (Green and Srinivasan, 1990).

Keywords: TVET.Vignette study. Conjoint analysis. Quality perception. Educationalstakeholders.

I. Introduction

Throughout the world, and in particular the countries of Sub-Saharan Africa, governments are renewing efforts to promote Technical and Vocational Education and Training (TVET) with the belief that skill formation enhances productivity and sustains competitiveness in the global economy. TVET has many stakeholders, each with their own values and interests. The role of each of these stakeholders according to (Leney and Green 2005; Clarke and Winch 2007; Taylor 2009; Ceclelop 2010) for the quality of TVET is undebated, their values and interests are likely to be different, and some-times at conflict. Margriet, Gerry & Lex (2014) pointed out that this can cause tensions and imbalances that ultimately hamper the quality of education. This paper is targeted at making the diversity of the values and interests within and across groups of stakeholders more tangible by:

- i. Quantifying the values that stakeholders assign to several quality attributes of TVET, and
- ii. Investigating to what extent TVET stakeholders differ in their values.

As part of adding value to TVET, Abban and Quarshie (1996) pointed out that the paradigm shift towards practical skills training with TVET in Africa is increasingly being reshaped to make it more attractive and effective. They further stated that one of the most important features of TVET, as recognized by African governments, is its orientation towards the world of work with the curriculum emphasizing the acquisition of employable skills. Apart from providing students with the theoretical and practical tools necessary to execute their jobs, Nigeria policy expects TVET to contribute to students' basic skills and civic function which has been made compulsory for all students. Significant differences of opinion can occur when it comes to ranking, but there may be general



consensus regarding the aspects that play a role in these goals, and thus in the quality of vocational education. Therefore, in order to establish a successful and effective TVET program, it is important to ascertain how stakeholders value different aspects of TVET quality and to what extent their opinions differs.

For the values of the stakeholders to be quantified, the researchers applied a conjoint approach based on vignettes, whereby respondents were asked to rank sets of four hypothetical programs. Each program is described by one vignette, which centres on nine values; one for each of the nine attributes were selected as TVET quality measures. The respondents: Parents, Students, workplace training Supervisors, and Policy makers had to rank the four programmes in order of perceived quality. In order to identify the relative importance of the attributes, the respondents were requested to rank the vignettes.

It is the belief of the researchers that the Nigerian government as well as TVET Colleges can benefit immensely from the quantification of values to effectively regulate TVET. This paper will contribute to the existing literature on the role of stakeholders in TVET quality. Fretwel cited in Margriet et al (2014) discusses various aspects that play a role in TVET quality. He listed a wide range of aspects that contribute to TVET quality and distinguishes aspects concerning the economic impact, international standards, social outcomes and educational inputs of TVET. However, he also indicates that the goals and objectives of different stakeholders vary, and their needs can therefore diverge. When the needs and goals of stakeholders differs, there is the possibility of tension to arise (Clarke and Winch, 2007).

Vocational Institution (Technical Colleges) in Nigeria need adequate information about the values and interests of their stakeholders. The plurality of needs and goals is reflected also by the plurality of stakeholders (Westerhuis, 2007). In view of this, the vocational institutions become a ground where conflicting interests come to bare and as such, there colleges must define their modus operandi in order to accommodate the variety of stakeholders and their various interests.

The standpoint and values of different stakeholders can vary greatly between countries. In some countries students are trained locally within companies (e.g. in the USA, UK, Australia) while in other countries is based on a mixed model (e.g Netherlands), the African Union (2007) report stressed that the vision of African countries in developing a new strategy to revitalize TVET in

Africa is by promoting skill acquisition through competency-based training. Specifically, Nigeria adopts the mixed model which is College training and students industrial work experience scheme (SIWES). Other innovative programmes like the Skills Training and Employment Placement (STEP) and the Vocational Skills Project (VSP) were also put in place to turn out skillful technical personnel for the job market (Roeske, 2003). Their features inevitably have an effect on the values and needs of Stakeholders. Seyfried (2007) argues that the involvement of Stakeholders and knowledge of their particular goals and objectives are preconditions for determining TVET quality in all European VET systems. The involvement of stakeholders and their possible conflicting values is a recognized aspect in discussions on TVET quality.

This paper will be structured as follows: Identifying Significant Indicators of Nigerian Vocational programmes, and briefly discuss the three different goals of TVET that will be used to determine which attributes were to be included in the study. The method, design of the study, the construction of the vignettes and the statistical approach will be described. The results of the study will be presented. The article will be concluded with a discussion on the study's implications.

The Identification of Significant Indicators of Quality of Nigeria TVET programs.

In Nigeria, Senior Secondary, Technical and Vocational Education and Training is organized within Federal and State owned Technical Colleges, Vocational Enterprise Institutions (VEIs), and National Vocational Qualifications Framework (NVQF). The structure of the training is a school – based learning with little time and attention given to students industrial work experience schemes (SIWES) at this level of TVET. The colleges offer programs in five main clusters: Engineering, construction, business, sciences, and miscellaneous trades. In the past years Nigerian Vocational Colleges, following government policy, gradually adopted a competence-based qualification structure. This changed a lot in the design of the curricula and instructional methods for TVET study programmes similar to that of the Dutch government. This kind of transition sparked discussion on the quality of TVET, especially because the transition to competence-based education did not go smoothly in the Netherlands (Sturing et al 2011).

The Nigerian Technical and Vocational Education and Training (TVET) as contain in FRN (2013) policy shall cover the following:

- i. Technical colleges



- ii. Vocational enterprise institutions (VEIs) and
- iii. National Vocational Qualifications framework (NVQF).

The Nigerian National Policy on education spelt out three main goals of TVET. The first goal of TVET is to provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels. For most of its history, vocational learning has been an on-the-job activity, largely integrated in the labour market. Gradually, vocational learning became absorbed into formal education systems (Hager, 2007). Today, in several countries, TVET institutions serve both the purpose of preparing students for working life and the purpose of preparing them to face the challenges of the labour market. Abdel – Wahab (2012) pointed out that TVET should be relevant to the real needs of employers is this a very reasonable aspiration. In England, a number of bodies seek to ensure employers are able to influence the content of VET to match it to their needs so that it will be relevant (Bill, Ellen and Guy, 2012). They went further to state that individual occupational sectors do not always find it easy to identify exact training requirements.

The second goal of TVET is to provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development. TVET institutions should educate students to their fullest potential, making sure that students complete the programme and obtain qualifications. Brockmann, Clarke and Winnch (2006) argue that the primary weakness of the English system of VET is its “skills – based” approach, which lacks a developed notion of citizenships, of broad competence development and of occupational identity, neglects general education and also personal development. In contrast, VET in the Netherlands and Germany takes a knowledge based approach, where content is high in theoretical input (valuing both tacit and explicit forms of knowledge), and ideas of personal development and civic education. Indicators such as completion rates and unemployment rates are used to assess the quality of VET system (European Parliament and Council 2009). These indicators stimulate national VET systems to incorporate international performance levels in their VET Curricula.

The third goal of VET is to give training and impacts the necessary skills to individuals for self-reliance economically. Learners enroll onto courses of VET for a variety of reasons, and broad generalizations should be avoided. They suggested that many students sign up to VET because they are

keen to leave the school environment at the earliest opportunity (Lucas, Claxton and Webster 2010). Commenting on the type of person in this category, he said that: the vocationally-inclined young person... is aware of the world ‘outthere’, beyond school and wants to point it, and school feels like it is holding him or her back. So it’s not just a matter of their interest or their mentality, the vocational route is the one that seems to respond to that urgency. (William Richardson, quoted in Lucas, et al, 2010, p. 28).

In Nigeria, the contribution of education to the citizenry has always had great value. One of the major agreements for including TVET in the National policy is about the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various section of economic and social life. The ways in which education should contribute to citizenship and what role the state should take, however, is an ongoing dispute (Westerhuis 2007). In Nigeria of recent, civic education has been made a compulsory core subject for all students in secondary schools which focuses on the awareness and knowledge of rights and duties in society and is related to civic values such as democracy and human rights, equality, participation, partnership, social cohesion, tolerance of diversity and social justice and soldierly.

These three goals not only focus on the intended output of TVET, but also imply certain educational processes that lead to these outputs. The ideas of different stakeholders about what comprises a good curriculum can, however be distinct and even conflicting. Nigeria TVET programmes therefore represent a compromise between different goals and different stakeholder values. The vignette-based conjoint approach explicitly addresses this compromise and it is therefore an interesting method to give insights into the processes.

This study is embedded within the Nigerian context. The vignette attributes that were specifically designed for the Nigerian context may therefore be insignificant or have a very different meaning in other countries and TVET systems. Furthermore, the examination of different stakeholder views on the attributes of technical and vocational education is explicitly relevant to Nigeria, because the Nigerian government takes a supervisory and moderating role, leaving room for other actors to perform (Westerhuis 2007). Pilz (2009), pointed out that in the united kingdom, for example, TVET is organized largely by stakeholders without much state involvement. In order to achieve the goals of TVET, commitment of various education stakeholders, each with their own interests



is required. The position of the British stakeholders in TVET and their capacity to influence may be entirely different from that of Nigeria.

II. Methodology

This study will focus on the trade-off between educational goals. Conjoint analysis an analytic framework popular in marketing and consumer behaviour research approach, models the decision environment by confronting a respondent with choices that are close to real-life choices. As such, the conjoint approach is thought to model decision – making more realistically than the more traditional survey methods (Green and Srinivasan 1990). The aim of using conjoint analysis for this study is to determine which attributes are most influential in decision-making processes. In the application of conjoint analysis in this study, participants were presented with a series of VET programmes (the vignettes), between which they have to choose. A Vignette is a short description of a hypothetical character or product to which the interviewee is invited to respond (Margriet, Gerry & Lex, 2014). Jeffries and Maeder (2005) pointed out that researchers and educators have found vignettes to be very effective because they provide a useful focus and stimulus for discussion and they reflect real-life contexts and problems. Because VET faces a multi-ownership, the vignettes was presented to different stakeholders, to compare their values. Rank-ordered logistic regression was the statistical tool used for ranking the respondents values assign to the attributes.

Setting up the Vignette-based conjoint study

Based on the three aims of TVET in Nigeria, only nine out of the many attributes that are of significance to the quality of TVET programmes were selected, out of which some are process and some outcomes. Since the vignette approach works best with a limited set of attributes, the final selection had three outcome and six process attributes. Alrikkson and Oberg (2008) explained that if the respondents are confronted with numerous different attributes for them to evaluate, there is a definite risk that they become weary of the task thereby preventing them from completing the task correctly. A tryout study to verify whether the vignettes were understood correctly, the researchers performed the study among Technical college students in Gumau, Bauchi State. Fifteen students from the construction trades were used for the pilot study. The students were informed about the aim of the study. It was from the pilot study that the

size and content of the vignette was considered manageable.

Process attributes

Civic education since 2013 has been part of the Nigerian curriculum for all students in the general and TVET institutions as a mandatory core course. At completion, the students are expected to foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity (FRN, 2013). Schooling hours is another process attribute in TVET quality, enough time has not been allocated for practicals most especially (Awang, Sail, Alavi & Ismail, 2010).

Creating challenging tasks for students of TVET is not a common notion. One in five TVET students say in a survey that looking back at the level of difficulty of their TVET programme was too low (Meng et al. 2010). In Nigeria apprenticeships are a core part of vocational training system (Osinem & Nwoji, 2010), also students are assign to relevant industries for practical skills named Students Industrial Work Experience Scheme (SIWES). Students satisfaction forms the last process attributes. Nigerian TVET students donot have a medium of evaluating their teachers.

Outcome attributes

The most important aim of Nigeria TVET is meeting and providing trained manpower at craft and technical levels (FRN, 2013). A direct way to monitor whether companies are indeed satisfied with TVET graduates is to ask them (Hovels et al, 2011). In Nigeria, National Business and Technical certificate and its advanced certificates an equivalent of o level and higher school certificates are important outcome of TVET, with National Board for Technical Education (NBTE) and National Business and Technical Examination Board (NABTEB) as supervisory/regulatory and examination bodies respectively. Information and Communication Technology (ICT) is made a compulsory subject for all TVET institution in Nigeria.

Vignette Attributes levels

The various attributes of the vignettes were assigned levels which had to be realistic and informative. Whenever a relatively high number of attributes are opted for, the number of levels should be kept low. Therefore, only two levels were used for this study. The purpose of setting levels is to select levels that realistically reflect what exists in educational practice, while still representing



meaningful differences to the participants (Vandersluis, Reezigt and Borghans,2014).

The construction of the Vignettes

The attributes of each first vignette were assigned randomly and formed the base for the other vignettes. Incorporating four to six vignettes is considered feasible for a choice experiment (Batsell and Louviere,1991) that is what inform the choice of four vignettes for this study. The respondents were ask to rank the programmes according to their preferences. The respondents were presented with four sets of four vignettes either on computer screen or hard copy. The vocational programmes were ranked using the bottom five blocks with options ranging from 1(the best) to 5 (the worst).

The study was carried out in the Nigeria TVET system. Five groups were used as the main actors in this system: Students, Parents, Teachers, workplace training Supervisors and Policy makers. Nigeria TVET Colleges offer occupations in four main clusters: Engineering, Construction,Business, and the Miscellaneous trades.In each cluster,the

researchers selected one of the more mainstream programme with a large population at NTC/NBC 3 in Technical Colleges. The choice of this level is because it is the highest level in Nigeria Technical Colleges.

Data was collected from six Technical Colleges, one each from the six geo-political zones of Nigeria. Each programme was visited at three different Colleges resulting to twelve programmes in the study. Per programme about 5 Students, depending on class size, 72 Teachers and 66 Employers were approached. TVET Policy makers were approached separately. In total, 42 Parents, 120 Students, 72 Teachers, 66 Workplace Supervisors, and 46 Policy makers.

A school visit was planned for each programme in the study. The schools were requested to prepare a list of 10 workplace training supervisors that could be contacted, while, teachers could participate irrespective of their subject of teaching. Teachers, Policymakers, and workplace supervisors were contacted through e-mail and phone calls.

Table 1: Importance of nine programme attributes to parents, students, teachers, workplace supervisors and policy makers, after ranking vocational programme according to their idea of quality.

S/N	Conjoint attribute	Survey Statement	(1) Parents N= 42	(2) Students N= 120	(3) Teachers N= 72	(4) Workplace supervisors N= 66	(5) Policymakers N= 46
1	Employers	Employers appreciate graduates of TVET by offering good pay packages	0.35*	0.34*	0.41**	0.32	0.43*
2	Graduation Rate	Many students of TVET graduate on time thereby motivating others	0.92**	0.79**	1.02**	0.83**	0.91**
3	ICT Skills	TVET pays attention to acquiring skills in ICT	0.94**	0.62**	0.94**	0.49*	0.82**
4	Civic Education	TVET institutions pays attention to civic education for graduates to integrate well in the society	0.13	0.81**	0.76**	0.25	0.39*
5	Schooling hours	Many hours per week	0.37*	0.84**	0.56*	0.72**	0.78**
6	Challenge	TVET students are offered challenging	0.52*	0.96**	1.01*	0.23	0.43*



		assignments during the course					
7	Structure	The TVET Programme offers a lot of description of the tasks	0.72*	0.86**	0.82**	0.28	0.73**
8	SIWES	Students are sufficiently mentored/guided during SIWES	0.63*	0.95**	1.20**	1.31**	0.91*
9	Students appreciation of teachers	The teachers have good teaching skills	1.12**	1.01**	1.23**	0.85**	0.88**

Asterisks indicate significance (*= 0.05, **= 0.01)

III. Findings

How do TVET Stakeholders Value Quality Attributes of TVET?

Table 1 displayed the results of the study per respondent group of parents, students, teachers, workplace supervisors and policymakers. The coefficients in the result represented the importance of the nine program attributes to each group. As could be seen on the table, there existed differences in the values that each group assigns to the attributes. Specifically, for the first group, the parent, “teachers have good teaching skills” with coefficient of 1.12 was the most important attribute. This implies that in most cases parents rank teachers good teaching skills higher than those with poor teaching skills. Going further, another important attributes for the parents were “TVET paying attention to acquiring skills in ICT” (0.94) and “graduation rate” (0.92). Then again, other important attributes for the parents were “structure” (0.72), “students being sufficiently mentored/guided during SIWES” (0.63) and “TVET students offered challenging assignments during the course” (0.52). On the other hand, parents ranking of attributes were least in “schooling hour” (0.37), “employers appreciation of graduates of TVET by offering good pay packages” (0.35) and “civic education” (0.13). From the findings above, one could see that parents ranking of these attribute high for teachers’ good teaching skills, TVET paying attention to acquiring skills in ICT and graduation rate. Also, the findings so far equally showed that the parents ranked structure, students being sufficiently mentored/guided and TVET students offered challenging assignments during the course moderately. While, parents ranking of the attributes were least in schooling hour, employers’ appreciation of graduates of TVET by offering good

pay packages and civic education. It could be deduced from the foregoing that parents (though expected) were much concerned about the quality of what is given to their children and graduating in time than in number of schooling hours, employers’ appreciation of graduates and civic education.

Similarly, the students attached the highest value to “teachers having good teaching skills” with coefficient of 1.01 was ranked highest. Also, the students equally ranked highly “TVET students offered challenging assignments during the course” (0.96), “students being sufficiently mentored/guided during SIWES” (0.95), structure (0.86), schooling hour (0.84), civic education (0.81) and graduation rate (0.79). More so, “TVET paying attention to acquiring skills in ICT” (0.62) was moderately ranked while “employers appreciation of graduates of TVET by offering good pay packages” (0.34) was the least ranked by the students. The implication of this is that students to an extent value the same things with their parents. Specifically, as parents ranked teachers having good teaching skills skill above other attributes, the students equally ranked it as well. But their ranking of the least valued attribute differed as students opted for employers’ appreciation of graduates of TVET by offering good pay packages against the parents’ civic education. The implication of this was that the students valued the quality of what they are learning and were not interested yet on what employee would pay.

In the same way, the result from Table 1 also showed that “teachers having good teaching skills” with coefficient of 1.23 was ranked highest by the teachers. This was closely followed by rankings for “students being sufficiently mentored/guided during SIWES” (1.20), “graduation rate” (1.02), “TVET students offered challenging



assignments during the course” (1.01), “TVET paying attention to acquiring skills in ICT” (0.94). The ranking by the teachers for “structure” (0.82) and “civic education” (0.76) were moderate. Also, the least ranking by the teachers were found in “schooling hours” (0.56) and “employers’ appreciation of graduates of TVET by offering good pay packages” (0.41). The implication of these results is that the teachers just like the parents, students value teachers good teaching skills and only like the student least valued employers’ appreciation of graduates of TVET by offering good pay packages. Based on this, the study could conclude here that teachers are conscious of what and how they impart on the student and therefore could do anything good to improve the quality of what they offer to their students.

However, the ranking for the workplace supervisors was highest in “students being sufficiently mentored/guided during SIWES” with coefficient of 1.31. This was distantly followed with somewhat moderate rating by “teachers having good teaching skills” (0.85), “graduation rate” (0.83) and “schooling hours” (0.72). Going further, the workplace supervisors rate least “TVET paying attention to acquiring skills in ICT” (0.49), “employers’ appreciation of graduates of TVET by offering good pay packages” (0.32), “structure” (0.28), “civic education” (0.25) and “TVET students offered challenging assignments during the course” (0.23). The implication of this finding is that the workplace supervisors valued most students being sufficiently mentored/guided during SIWES than others and valued least TVET students offered challenging assignments during the course.

Finally, the last group (policymakers) valued most “graduation rate”, and “students being sufficiently mentored/guided during SIWES” (0.91) and “teachers having good teaching skills” (0.88). These rankings were followed by the moderately ranked “TVET paying attention to acquiring skills in ICT” (0.82), “school hours” (0.78) and “structure” (0.73). The policymakers ranking of the attributes were least seen in their ranking of “employers’ appreciation of graduates of TVET by offering good pay packages” (0.43), TVET students offered challenging assignments during the course” (0.43) and “civic education” (0.39). The implication of these results is that policymakers rated highly (as expected) students graduation rate, students being sufficiently mentored and guided during SIWES and

being taught by teachers with good teaching skills. On the other hand, policymakers were least interested in employers’ appreciation of graduates of TVET by offering good pay packages, TVET students being offered challenging assignments during the course and civic education.

To What Extent do TVET Stakeholders Differ in their Values?

Figure 1 dwells on the differences between the stakeholders. The bars, representing the coefficients, show clearly that the values of the stakeholders differs considerably per attribute. Parents, students, teachers, workplace supervisors and policy makers indeed have different priorities when it comes to Technical and Vocational Education quality.

This study reveal that the largest disagreement between stakeholders is found with respect to “civic education” while students and teachers attach high value to this attribute, parents, workplace supervisors and policy makers value this as a relatively unimportant attribute. While employers appreciation of TVET graduates by offering them good Pay Packages was rated very low by all the stakeholders.

Apart from the varying priorities. Figure 1 shows a difference between the choice patterns of the students versus those of the other stakeholders that responded to the instrument of this study. Furthermore, policy makers assigned lower ranking in general; the highest policy makers coefficient is 0.19; for parents, students, teachers and workplace supervisors this is 1.12, 1.01, 1.23 and 1.31 respectively. A further exploration of the data shows that students as a group are more consistent in prioritizing between the quality attributes compare to other stakeholders that took place in the study.

In summary, all groups values both products and process attributes. Worthy of note is that all the highest coefficient were given to process attributes with only policy makers given the highest priority to both process and outcome attributes. Interestingly process attributes still constituting the lowest coefficients of all the five stakeholders. In general, the process attributes thus seem to be higher values than the outcome attributes. With regard to the three aims of TVET in Nigeria used in the study, meeting the needs of the labour is highly valued and entails a very high disagreement going by the data on employers appreciating graduates of TVET.

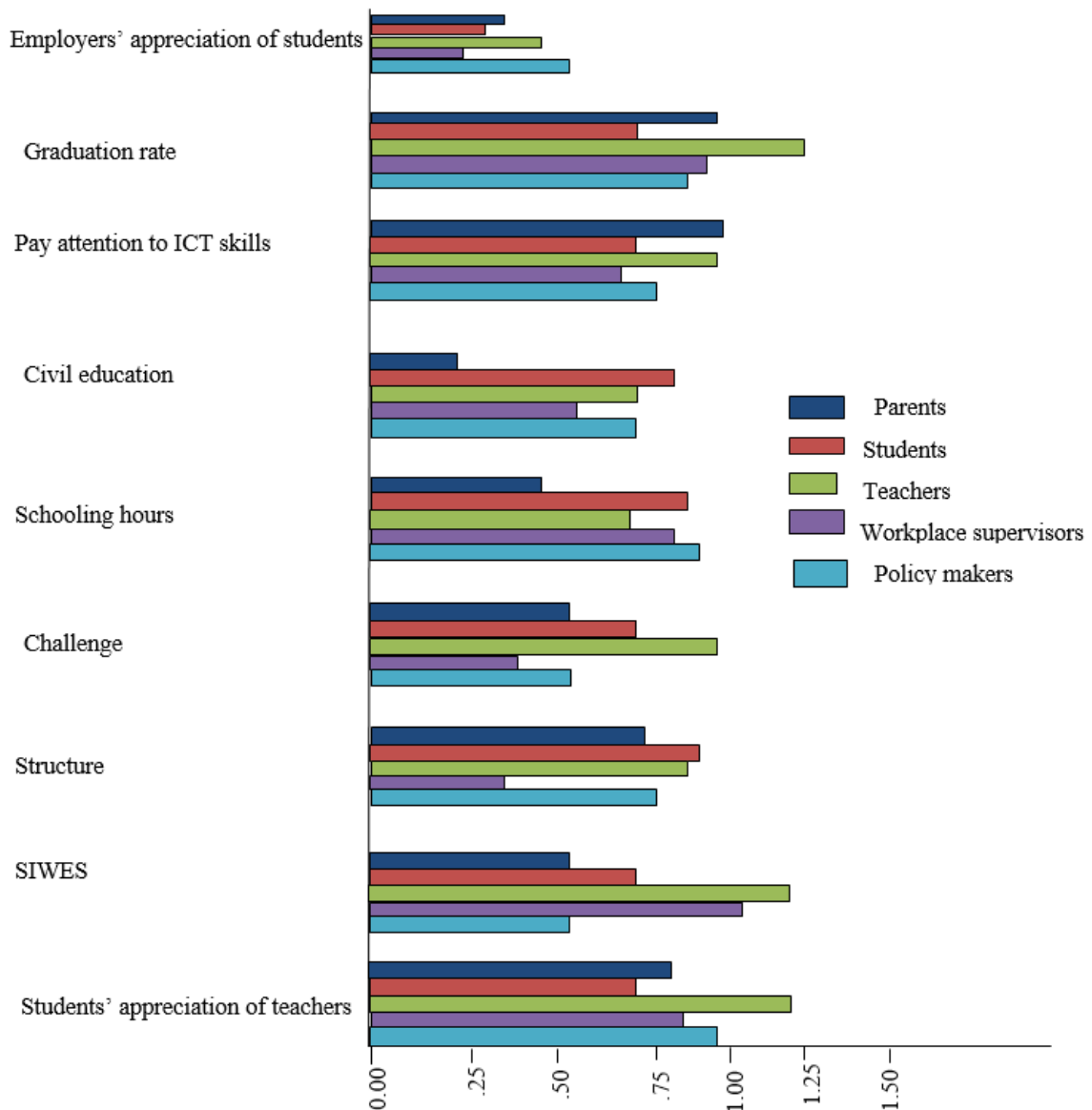


Fig 1: Bar chart with the Importance of nine programme attributes for parents, students, teachers, workplace supervisors and policy makers of TVET

IV. Implications

This study quantifies the value that parents, students, teachers, workplace supervisors, and policy makers assign to various attributes of TVET quality. The application of vignette method enabled the researchers to measure values for each group on the same scale and also to compare values across groups. The study also found much variation both within and across stakeholder groups in the value assigned to the nine attributes. This study can benefit the Federal Ministry of Education through National Board for Technical Education (NBTE) being the regulatory body in Nigeria. That is to say that when all stakeholders agree on the importance

of an attribute, then government should be advised to prioritize such.

The second beneficiaries of the findings of this study are the TVET colleges. Since Vocational Colleges operate in the midst of stakeholders with various expectations. Therefore, the colleges require knowledge of the stakeholders to be sure of what educational quality means to them. The study was only limited to the nine attributes in which the respondents did not have any influence, therefore, it is possible that the provision of additional or other attributes can alter the relative magnitude of the nine attributes used here.



In conclusion, this study provides valuable information concerning the attributes that are important to different stakeholders in Nigeria TVET. The study by as much as possible by expanding the stakeholders in the TVET sector so that the result can be a due reflection of the general public. In order to achieve the aims of TVET in Nigeria and any Nation of the world, the role of stakeholders should not be overlooked.

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