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Assessment of the View of Final Year Students on Vocational Skill Acquisition: A Case Study of School of the Secondary Education Vocational and Technical Programme Education FCE (SP.) Oyo, Oyo State

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Abstract:

The study examines the perception of final year students on the proficiency of their three (3) years vocational skills acquisition. The study was conducted over a period of one year from September, 2017 to September 2018 with the school of secondary education (Vocational and Technical Programme) as a case study. Sixty (60) respondents were randomly selected. A structured questionnaire was developed to elicit the necessary information from the selected respondents. The data collected was analyzed using simple percentage and mean. The study revealed that the final year students have acquired optimum skills in their course of study that can make them to be self-employed after graduation. The study also revealed that not all the vocational skills identified during the study required huge amount of capital to start, meaning that majority of the students are willing to start up one or two things after the completion of their programme rather than looking for a white-collar job. It is therefore concluded that survival of individual in a given society is very much dependent on the acquisition of useful skills needed by them to become self-employed. Majority of the final year students () were not interested in starting their own business after the completion of their training programme rather than looking for a paid job. The study recommended among others that the government, policy maker and other stakeholders should contribute immensely to the development of SIWES programme in Colleges of education. Training and re-training services should be arranged by the school for all vocational and technical education lecturers and instructors to improve on their effective skills in vocational education. Bursary and scholarship should be given to all the intending vocation and technical students as incentives to study the course.

Keywords: Vocational, skills, students, training, assessment.etc

1. Introduction

It had become increasingly conspicuous that entrepreneurship has played a significant role in the socio-economic development of the society. Economically, entrepreneur ship inaugurates markets and promotes job creation through the formation of new business (Ezeni, 2012). Oflate, there has been a global a shift in educational and labour policies that is responsible for the employability of their graduates. Gone were those days when employers snap up graduate even before they complete their final examination. Educational institution must now make every effort to ensure that their graduate is employed within six months after graduation and required to set out initiative to make their graduate employable (Rahim, Shamsiah and Ramlah 2013).

Nigeria as a nation is rapidly growing exponentially in population. The demand for food, shelter, clothing and health care is seriously on the increase. The available white-collar jobs are grossly inadequate to absorb our youth after graduation from schools. By implication, unemployment rate has been on the increase. (Daluba and Odiba 2013). Okoro (1993) observes that one of the goals of vocational and technical education is to increase the employability of school leavers. Regrettably however, due to public prejudices against vocational and technical education (VTE) that goal seems not to have been realized which explains the prevalence of poverty, unemployment, prostitution, drug abuse, hunger and other form of social vices in Nigeria today.

The federal government of Nigeria being aware of the need for business /technology based environment among the Nigerian citizens, design the national policy on education (NPE) to ensure that vocational and technical education, at sub-professional level must include the appropriate skills and the development of mental, physical and social abilities and competence is as equipment for the individual to live in and contribute to the development of her society (Federal Republic of Nigeria F.R.N 2004). Vocational and technical education programme is aimed at transmitting knowledge which is goal directed entrepreneurially as a way of becoming self-employed (Olowe, 2008).

The mass unemployment rate has led to series of odd vices like armed robbery, human trafficking, kidnapping and assassinations all over in Nigeria. This state of affairs has resulted in instability and insecurity in this country (Ebenihi and Oguche 2012). Today, most of our youth graduates are without the needed skills or competencies that would enable them function in today emerging society. Uloko and Ejinkonje (2005) remarked that when youths are empowered through the acquisition of entrepreneurial skill, there is the possibility that they will use their skills to create new avenues for wealth. Empowering the youths to set up business involves proper acquisition of skills through education and training. The importance of vocational and technical education cannot be overemphasized, as it helps to solve the problems of unemployment and reduces the number of people who depends on government for job. When the youths and adults are aimed vocationally or technically oriented, they would be to be self –reliant in different areas such as electrical, plumbing auto mobile vulcanizing, computer engineering, GSM repairs, and cloth weaving etc. Vocational and technical education is always serving as a motivating force in individuals to work for the nation. It stimulates technological and industrial development through the production of competent and honest workers who are capable of utilizing the abundant natural and human resources available in a country for economy and industrial growth and development (Kehinde and Adewuyi 2015).

Vocational education serves as a means of improving employability of youth in the country. it helps to improve the standard of living of people in the country. With vocational education is the education that helps to reduce the high rate of drop out in our schools has reduced. It also assists in improving the linkages with universities and industries; it helps in reduction of inadequacy of resources. There are many challenges facing the effective programme of vocational and technical education in the country viz; Poor funding, lack of economic self-reliance awareness, inadequate workshop/laboratories for training, parental influence, consumption of foreign, poor power supply, government policy and lack of appropriate trained personnel and rigid curriculum requirement etc. among others (Kehinde and AdeThe wuyi, 2015).

2. Statement of the Problem

Vocational and technical training has not been accorded the deserved recognition as expected. Consequently, that aspect of our educational programme in Nigeria is being faced with diverse challenges. Notable among these challenges are inadequate instructors to handle the expected training facilities like workshop, studio, and equipment etc. poor attitude of students toward vocational skill acquisition, poor orientation of the benefits of vocational and technical to students, and inadequate funding of the programme. It was on the basis of all the above identified challenges that the following research questions were formulated.

2.1. Research Question

Based on the purpose of the study, the following research questions were formulated;

- What are the challenges associated with the effective student skill acquisition t for them to be self-reliance?
- How does vocational skills acquisition and level of competency by the final year students affect their self-dependency?
- What are the measures to improve student's skill acquisition in their final year in the college?
- What are the various recommendations that can improve vocational and technical education programmes in Nigeria

2.2. Objective of the Study

The objectives of the study were divided into two, namely;

The main purpose of this study is to ascertain if the students have acquired sufficient vocational training for self-reliance and Specific objectives are to;

- To assess the challenges associated with the effective student skill acquisition for them to be self-reliance
- Find out how does vocational skills acquisition and level of competency by the final year students affect their self-dependency.
- Examine what are the measures to improve student's skill acquisition in their final year in the college.

3. Materials and Methodology

The study was carried out at the School of Vocational and Technical Education, Federal College of Education, FCE Special Oyo. The study was conducted over a period of one year between September 2017 to September 2018. The school consists of the following departments viz; Agricultural Education, Business Education, Home Economics and Fine and Applied Art. The survey type of experimental design was used for the study. A structured questionnaire was developed to elicit the necessary information from the selected respondents who were the students. Sixty (60) respondents were randomly selected within the school to react to the statements contained in the questionnaire. Most of the questions in questionnaire were open ended questions. The questionnaire was divided into two (2) sections namely; 1 and 2. Table 1

consists of demographic characteristics of the respondent while table2 consists of general statements on students view on vocational skills acquisition. The data collected were analyzed using simple percentage and mean.

4. Presentation and Discussion of Results

S/N	Demographic Characteristics	Frrequency	Percentage (%)
1	Age		
	15-20	22	36.7
	21-25	25	41.7
	26 and above	13	21.7
	Total	60	100
2	Gender		
	Male	38	63.3
	Female	22	36.7
	Total	60	100
3	Disabled		
	Yes	9	15
	No	51	85
	Total	60	100
4	Religion		
	Christian	28	46.7
	Muslim	22	36.7
	Traditional	10	16.7
	Total	60	100
5.	Department		
	AGE	15	25
	BED	23	38.3
	HEC	8	13.3
	FAA	14	23.3
	Total	60	100
6.	Special Area		
	SHI	5	8.3
	SPH	6	10
	SLD	17	28.3
	SRE	5	25
	SVI	15	15
	SID	9	5
	SGT	3	
	Total	60	

*Table 1: Demographic Characteristics of the Respondent
Source: Field source 2017/2018*

The above table shows the following distribution

22 (36.7%) of the respondents age fall between the range of 15-20, 25 (41.7%) are between 21-25 while 26 and above is 13 (21.7%). Majority of the respondents, 38 (63.3%) were male while 22 (36.7%) were female. Meaning that majority of the respondents were male students. The results also showed that 9(15%) of the respondents have disabilities while 51 (85%) have no disabilities meaning that students with disabilities are less than students with non-disable. 28 (46.7%) of the respondents were Christians, 22(36.7%) were Muslim while 10 (16.7%) were traditional. The students from the Department of Agricultural Education sampled were 23 (38.3%), Business Education were 8 (13.3%), students from Home Economics department while 14 (23.3%) of them are in department of Fine and Applied Arts. Special area distribution: 5 (8.3) of the respondents were SHI, 6 (10%) are SPH, 17 (28.3%) were SLD, 5 (8.3%) were SRE, 15 (25%) were SVI, 9 (15%) were SID while 3 (5%) of them were SGT.

S/N	ITEMS	SA (5)	A (4)	N (3)	SD (2)	D (1)	TOTAL	(X) MEAN
1	Frequency	35 175	18 72	4 12	2 4	1 1	60 264	4.4
2	Frequency	26 130	27 108	4 12	1 2	2 2	60 254	4.2
3	Frequency	13 115	21 84	7 21	5 10	4 4	60 234	3.9
4	Frequency	28 140	20 80	4 12	5 10	3 3	60 245	4.1
5	Frequency	28 140	19 76	5 15	2 4	6 6	60 241	4.0
6	Frequency	23 115	16 64	12 36	6 12	3 3	60 230	3.8
7	Frequency	17 85	23 92	8 24	9 18	3 3	60 198	3.3
8	Frequency	25 125	17 68	9 27	4 8	5 233	60 233	3.9
9	Frequency	20 100	21 84	8 24	7 14	4 4	60 226	3.8
10	Frequency	22 110	14 56	7 21	12 24	5 5	60 216	3.6
11	Frequency	27 135	12 48	2 6	12 24	7 7	6 220	3.7
12	Frequency	25 125	17 68	9 27	4 8	5 5	60 233	3.9
13	Frequency	10 50	26 104	12 36	4 8	8 8	60 206	3.4
14	Frequency	19 95	15 60	14 42	5 10	7 7	60 214	3.6
15	Frequency	30 150	15 60	3 9	4 8	8 8	60 235	3.9
16	Frequency	29 155	23 92	5 15	1 2	2 2	60 256	4.3
17	Frequency	21 105	27 108	6 18	2 4	4 4	60 239	4.0
18	Frequency	38 190	13 52	2 6	4 8	3 3	60 259	4.3
19	Frequency	21 105	21 48	8 24	4 8	6 6	60 227	3.8
20	Frequency	15 75	12 48	9 27	13 26	11 11	60 187	3.1
21	Frequency	28 140	12 48	17 51	1 2	2 2	60 243	4.1

Table 2: Shows the Frequency and Mean Distributions of the Respondents to the General Statements Made

Source: Field Survey 2017/2018

Decision Rule: Mean Value above 2.5 Is Accepted While Anything below 2.5 Is Rejected

5. Discussion of Result

Majority of the respondents ($x=4.4$) agreed that the practical aspects of their course were enough to equip them with future skill needed for self-dependence. The statement which is in disagreement with the statement of Ekong and Ekong (2015) which opined that "most youths graduate from school were without the needed skills or competencies that would enable them to function in today emerging society". Twenty-seven respondents ($x=4.2$) agreed that the practical knowledge in their course of study was sufficient enough to make them to be self-employed. This finding is in agreement with the result of (Kehinde and Adewuyi 2015) on the importance of vocational and technical education as an anti-dote to the problem of unemployment and reduces the number of people who depends on government for job.

Most of the respondents ($x=3.9$) agreed that they have acquired vocational skills and that their department has enough facilities and equipment to equip students vocationally ($x =4.1$.) The statement contrary to Aikihionb are (2016) statement that "most of our technical colleges lack the necessary training facilities to train people in vocational and technical education". The availability of enough facilities and equipment may be attributed to the federal status of the college that has made it to have relative financial assistance more than the others. Result shows that majority of the respondent ($x=3.8$) strongly agreed that consumption of foreign product limits the wide spread of locally made and this

corroborated with (Okoye, 2014) assertion that many Nigeria still preferred the consumption of foreign products to that of Nigeria made ones on and that overdependence on foreign products and expatriates as the bane of our economic sustainability and national transformation.

The result shows that ($x=3.9$) of the respondents agreed that vocational education provides useful and immediate employment for the college graduate which is in support of the statement by Kehinde and Adewuyi (2015) when stating the challenges of vocational and technical education. Majority of the respondents ($x= 3.9$) also accepted that vocational education provides useful and immediate employment for the college graduates which is in line with Kehinde and Adewuyi (2015) when starting the challenges of vocational and technical education. "Many youths and adults do not know that vocational and technical education is the only option for the provision of gainful and immediate employment to graduate". The result shows that ($x=3.4$) agreed that practicing the vocational skills acquired in school is far better than white collar job in the present state of economy. This is in disagreement with Aikhionb are (2016) statement "Nigerians house since imbibed the culture of showing respect only to those with white collar jobs in the society".

The result shows that ($x=3.8$) agreed with the statement that on the average the training facilities used in teaching Vocational Education has exposed them to adequate skill acquisition. This does not correlate with the statement of Aikhionb are (2016) that most colleges of education lack the necessary training facilities to train people in Vocational and Technical Education. The respondents ($x=3.1$) also agreed that they acquired a lot from the theoretical aspect of Vocational Education rather than practical aspect while Yusuf (2016) advice that there should be enough of practical works of what they have learnt theoretically. The students also agreed with the statement that there three (3) years of study in the school of vocational and technical education has equipped them with innovations in identifying new business opportunity and this can be supported by Jubril (2008) that technical and vocational education seems deficient in citizenship or leadership training but they could provide students the skills to become productive entrepreneurs who can optimize creative and innovative ideas to promote the nation's economic pie and increase personal freedom.

The respondents also accepted ($x=4.1$) that they have acquired enough intelligent understanding of the increasing complements of technology through acquired skills and this can be corroborated by Okoye (2013), opinion which says Vocational training programmes require steady revision and updating in order flow with the current practices in engineering and technology.

6. Conclusions

The conclusions from this study were as followed;

There were no specialized trained personnel for students in vocational and technical Colleges of education in the country; hence the level of attainment of vocational skills was not adequate. The survival of individual in a given society is dependent on the acquisition of useful skills. The possession of these skills facilitates individual's employability into any liable establishment.

7. Recommendations

Based on the findings of this research work, the following recommendation was made.

- Government should contribute immensely to the development of SIWES programme.
- Government should grant financial assistance to the final year student after graduation to enable them set up their own business. Training and re-training programmes should be organized by the school for all vocational and technical education lecturers and instructors to improve on their skills and efficiency in impacting vocation and technical education in education to the students
- The study revealed the acquisition of enough practical knowledge from the practical aspect of their course that will make them to be self-dependence.
- There were enough facilities and equipment that made the acquisition of the needed vocational skill possible.
- It was also deduced from the study that the consumption of foreign products has serious limitation on the rate of spreading the use of locally produced products
- Field trip should also be taking very important as it exposes students and their lectures to practical aspect of the vocational education that are not available in the college.
- On the provision of employment opportunity for the graduate, it was affirmed through the findings that the vocational and technical education have enough potentials for the provision of useful and immediate employment for young ground

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