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Quality Vocational Education for Nigerian Women through Instructors' Motivation

Dr. Maureen N. Alumona

Senior Lecturer, Department of Adult and Non- Formal Education,
Adeyemi Federal University of Education, Ondo, Nigeria

Dr. C. F. Oyewumi

Principal Lecturer, Department of Educational Foundation and Management,
Adeyemi Federal University of Education, Ondo, Nigeria

Francisca O. Awogoke

Lecturer, Department of Adult and Non- Formal Education,
Adeyemi Federal University of Education, Ondo, Nigeria

Abstract:

Vocational education is a practical aspect of education that plays major role in the development of individuals, and the society at large. Its acquisition enables the recipients, women inclusive to be self-employed, and thereby reduces the rate of unemployment in the society. Thus, in order to enhance the teaching of vocational education for the empowerment of individuals, particularly Nigerian women, instructors' motivation is crucial. This is to ensure that, quality vocational education that will change the lives of the learners is adequately provided. This paper therefore, focused on the clarification of some concepts such as motivation, quality, vocational education, and quality vocational education for Nigerian women. It also highlighted the reasons for motivating instructors for quality vocational education, and some of the ways instructors could be motivated. Finally, the paper concluded that, for women at different vocational training centres to continually acquire the requisite knowledge and skills needed to be self-reliant, add value to their lives, and promote national development, it is pertinent that, instructors are properly motivated. Thus, based on that, it was recommended that, paying of vocational education instructors' remuneration should be regular and consistent, in addition to creating opportunities for training and retraining programmes to enable them update their knowledge.

Keywords: Quality, vocational education, quality vocational education, instructors, and motivation

1. Introduction

Education generally has always been seen as an instrument for national development. Most nations of the world view education (formal, non-formal and informal) as a tool for addressing different challenges (economic, social, security and religious among others) facing them; Education for instance is seen as a means of tackling economic challenges because its new role focuses on preparing individuals for the world of work, and in order to do that, instructors' motivation plays a major role. The vocational education training programme which often comes through non-formal means deals with knowledge and practical skill acquisition that prepares individuals, women inclusive for gainful employment or to be self-reliant.

Ezeokoli (2019) established that, part of the new thinking of education is that, the learning of skills should bring about creativity and innovation, and this is relevant type of knowledge those educational institutions should facilitate. Thus, for national education goals to be achieved, and proper practical skills to be acquired, there is need to have crop of well-motivated instructors who possess the requisite qualities to teach at different educational programmes, vocational education inclusive. Idumage (2009) opined that, educational philosophers across time and space believe that, education has the power to liberate, and only well trained and motivated teachers could administer this quality education.

In vocational training centres therefore, instructors are the tools used for the effectiveness of the programme, and effectiveness of any programme, vocational education in particular, is determined on how the instructors are being motivated. Well motivated instructors will provide knowledge and skills required for individual self-reliance which will go beyond rote learning. Their motivation therefore, should be a top priority in an attempt to make a change in the training centres and to ensure that they remain dedicated to their work.

2. Meaning of Motivation

Motivation could be seen as the internal and external prompts that energize human beings to initiate action, direct action towards a goal, and also maintain action till the goal is achieved (Abeshi, 2012). Chauhan (2007) and Zwalchir (2008) are of the opinion that motivation is the process of arousing movement in the organism. It is also defined as the art

of getting people to do things or, to do things more efficiently and quickly (Mohammed, 2008). Obidigbo (2000) opines that motivation refers to the influences that govern the initiation, direction, intensity and persistence of behaviour. It involves the processes that energize, direct and sustain behaviour (Santrock, 2008). That means that, a motivated person is one whose behaviour is energized, directed and sustained. Furthermore, Sasson (2001) established that, motivation is the inner power or energy that pushes someone towards acting, performing actions and achieving. It has much to do with desire and ambition and if they are absent, then, motivation is absent too. It is a process that starts with a psychological or physiological need that activates behaviour or a drive that aims at a goal (Okoye & Egbe-Okpenge, 2012). It could be triggered by the environment one finds himself or herself.

Motivation according to Uya (2012), is categorized into two types; intrinsic and extrinsic motivation. Intrinsic motivation refers to a person's internal thought processes like curiosity, achievement, truth, and goals focused on improving understanding and increasing knowledge. Intrinsically, motivated instructors are after situations that give them joy, and make them have self-satisfaction and feel proud (Nnachi, 2010). Extrinsic motivation thus, refers to external inducement of the organism to undertake an act for the actualization of a particular goal. Instructors are extrinsically motivated when their salaries are paid on time as and when due, paid in a commendable package, and when recommended allowances are paid, in addition to when bonuses are given to boost their living (Kadurumba & Uzoka, 2012). Motivation therefore, strengthens ambition, increases initiative, and gives direction, courage, energy and the persistence to follow one's goals. A motivated individual, vocational education instructor for instance, is a happier, and more energetic person who sees reasons to be more dedicated to his or her work. Thus, from the above explanations, it could be deduced that, motivation is the driving force that enhances quality in vocational training programme.

3. Conceptual Clarifications

3.1. Quality

Quality is often described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. It is also defined as the level of value in a product, a level of achievement, or standard against which to judge others (Uvah, 2005). It is something that is very relevant which every member of the society considers good and strives to possess for effective utilization. Ijaiya (2001) observes that without quality, education becomes not only a waste, but also poses dangers to the individual beneficiary and the society. Quality in education therefore, is a concept which is rapidly evolving over time with diverse emphasis according to different national education policies, cultures and players in the education system such as students, teachers, policymakers, unions and the entire society among others (Ayanyemi & Rasaq, 2019). Quality education thus, could be viewed as education that is equitable, inclusive, and which is also relevant to the needs of the recipients. Okoro (2000) is of the opinion that quality education requires good buildings, appropriate facilities and equipment, adequate funds, competent supervision and management staff, and conducive internal and external environments.

According to Ayanyemi and Rasaq (2019), quality education has different meanings; for instance, the terms; efficiency, effectiveness, equity and quality have often been used synonymously. However, there seems to be a good level of agreement on the meaning of quality education. For instance, Eze (2017) cited in Ayanyemi and Rasaq (2019) opined that quality education includes:

- Environments that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities;
- Contents that are reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy and skills for life;
- Knowledge in such areas such as gender, health, nutrition, HIV/AIDS prevention and peace;
- Processes through which trained teachers use child centred teaching approach in well-
- managed classrooms, schools and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skills and attitudes, and at the same time are linked to national goals for education and positive participation in the society.

3.2. Vocational Education

Vocational education according to Arikpo (2007) is that education which assists individuals to acquire the necessary skills and competences for occupation. The acquisition of these skills helps the individuals involved to be properly developed and be fitted into the community to which they belong (Bello & Raji, 2016). Most of these skills are acquired from different vocational training centres. Ugwuja (2010) in Omoluwa (2014) referred to vocational education as the education designed to prepare individuals for gainful employment as semi-skilled or skilled workers, or sub-professionals in recognized occupations, or to prepare them for enhancement in advanced technical education programme. Thus, vocational education enhances the affective, cognitive and psychomotor domains of trainees in preparing them for effective assimilation into the world of work. Omoruyi and Osunde (2004) marked that, vocational education is capable of ensuring gainful employment, and opportunities to members of the society.

Furthermore, Erinsakin (2014) in his own view believed that, vocational skill acquisition training or programme in Nigeria is aimed at providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment. Vocational education thus, is designed to prepare individuals to acquire practical skills, basic and scientific knowledge and attitudes required as craftsmen and technicians at the sub-professional level. It could therefore, be deduced that, it is generally practical oriented. Therefore, every vocational education programme especially the one that

focuses on vocational skill acquisition should have the objective of making people more self-reliant and skilful, whether as self-employed or employed by someone else. According to the Federal Republic of Nigeria (2004), National Policy on Education, technical and vocational education is used a comprehensive term, referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The Policy further state that, the goals of technical and vocational education shall be to;

- Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
- Provide the technical knowledge and vocational skills for agricultural, commercial and economic development, and
- Give training and impart the necessary skills to individuals who shall be self-reliant economically.

3.3. Quality Vocational Education for Nigerian Women

Vocational education has to do with education that revolves around practical acquisition of skills that individuals / women learners need to be self-employed, and to earn a living. Acquisition of it and education generally strengthen them to fight against injustice and also enable them be financially buoyant. Erinsakin (2012) maintained that, education for women would help to nurture and develop consciousness in them on the limitations which society has placed on them. Therefore, quality vocational education should be capable of reducing unemployment in the society especially among women who are ready and yearning to be employed and also be self-employed. It prepares women for their active participation in the development of their society thereby, accelerate national development. There is no doubt that quality vocational education and skill acquisition should help in the enhancement of the nation, and this is in line with Okwele and Okeke (2016) view that, the future success of nations and also individuals, enterprises and communities increasingly depend on the existence and possession of transferable and renewable skills and knowledge. More so, when women have access to quality vocational education, there will be equality in the proportion of womenfolk and menfolk that constitute the labour force.

According to Okwele and Okeke (2016), there is a concern for poverty reduction in the industrialized countries as well as developing countries, with a focus on the poor. This is because many people are living in poverty especially women. In view of that, quality vocational education should be focused on because it is capable of alleviating poverty among women and from the society. This shows that, with good, efficient and quality vocational education, jobs will be created, women will be empowered, unemployment will be reduced, and there will be economic enhancement.

In addition, quality vocational education entails educational skill training programme that meets the immediate needs of the recipients/learners which women are part of. A need is said to be the lack of something (tangible or not tangible) that if present could better the welfare of an organism. Alumona (2016) stated that, experience has shown that, when educational process is based on the needs of the learners, they will be happy to be part of the programme, but when it is not backed up by proper identification of needs, the expected gains may not be achieved. Oketch (2007) and UNESCO (2006) cited in Alumona (2016) established that, in 2006 UNESCO Institute of Statistics (UIS) commissioned a study to assess the extent of data knowledge about global provision of Technical and Vocational Education Training (TVET) in thirty countries, including African countries. Among the findings was that poor and vulnerable women are usually interested in skills that meet their immediate practical gender needs. The women were found to have concentrated on handicrafts, basic food processing and sales. Thus, it could be seen from the finding that people are always attached to acquisition of skills or programmes that will meet their needs especially immediate ones. That is why it is pertinent to focus on motivating instructors to enable them give the learner's adequate training.

3.4. Reasons for Motivating Instructors for Quality Vocational Education

Idumage (2009) is of the opinion that, educational philosophers across time and space believe that education has the power to liberate, and only well trained and motivated teachers/ instructors could administer quality education. Therefore, motivating vocational education instructors becomes imperative. Quality vocational education for instance is a veritable instrument for societal transformation and nation building. It actually prepares people for the world of work. Thus, in order to instil on vocational training learners, the requisite skills to transform the society, it is therefore, imperative that the instructors be motivated. Ugwoegbu (2012) established that, if no motivation is present in an instructor, then, his or her work, or all in general will deteriorate. In addition, motivating instructors will go a long way to ensure that, women learners are properly taken care of, and also right skills and knowledge that would help them function well in their society are being imparted on them. More so, motivating them would help in reducing some of the sustaining challenges they face.

Furthermore, motivation moves the teacher or instructor into action and changes his/her attitude towards work. When an instructor is paid, and handsomely paid, He or she is always ready to work, satisfy his/her vocational training learners, and his or her employer. Therefore, instructors should be made to have fine and smiling faces which will make them move into their teaching activities with great force (Abeshi, 2012). In addition to the above, instructors' motivation is necessary because with that, the zeal to impart on the learner's right knowledge and skills for the economic growth and increase in productivity will be there. This collaborates Awogoke and Erinsakin's (2016) view that, vocational skill training programme will engender sustainable economic growth through an increase in productivity, empowers individuals to become self-reliant and stimulate entrepreneurship culture among the people. Thus, from the above explanations, it could be adduced that, motivation of instructors plays major role in quality vocational education in Nigeria.

3.5. Ways of Motivating Instructors for Quality Vocational Education

The under listed are some of the ways to motivate instructors for quality vocational education delivery.

- Government should cultivate the habit of not only paying the remuneration of vocational education instructors, but paying as and when due.
- Creation of a conducive and stimulating teaching environment:
- Conducive teaching and learning environment no doubt enables the instructor to teach with ease. Vocational education instructors should be motivated by ensuring that the centres are provided with facilities such as electricity, pipe born water, chairs, and tables among others. This is in line with Ahmed and Awodoyi (2016) view that, for vocational education to survive in Nigeria and meet the world economic order, training and learning must take place in an environment where all the necessary tools, machines, equipment and facilities are in place, and resemble the place for real work environment.
- Use of teaching aids:
- Teaching aids are instructional materials that teachers/instructors employ in the classroom to facilitate teaching and enhance students' understanding. Thus, in line with that, vocational training instructors should be motivated by providing them with adequate facilities/aids to enhance effective teaching.
- Government should establish more vocational training centres and equip them with modern tools such as internet connectivity, visual and audio-visual aids. This will boost the morale of the instructors.
- Instructors should intermittently be sent for retraining programmes to ensure that they update their knowledge and improve efficiency. Training and re-training for effectiveness of on-the-job performance must also be taken seriously because it is about developing human resources to its fullest potential. There is no doubt that investing in human resources is very important, and that is why Manfred and Jennifer (2004) established that, industrialized countries are transforming themselves into knowledge society by investing more on human resources. This therefore, implies that, productivity and competitiveness of Nigeria in the economic world order is dependent on a well-educated, skilled and adaptable workforce.
- In addition to the above, Generating plants should also be provided where the vocational centres are located in the remote areas, not connected to the national or state electric power grid.

4. Conclusion

This paper has shown that, motivation is very important in the lives of the workforce, particularly vocational education instructors. It is necessary because, it enhances effective teaching, and promotes quality instruction delivery especially in a country like Nigeria where emphasis is still being laid on practical skill acquisition for individual development and economic transformation. Thus, for women at different vocational training centres to continually acquire the requisite knowledge and skills needed to be self-reliant, add value to their lives and promote national development, it is therefore, paramount that, instructors are properly motivated.

5. Recommendations

Based on the foregoing, the following recommendations are made.

- Payment of the vocational education instructors' remuneration should be regular and consistent.
- Government and education stakeholders should ensure that the environment for teaching/ learning is enabling.
- Efforts should be made to ensure that the facilities that would help the instructors teach effectively, and the learners learn with ease are provided.
- **vi.** Opportunity should be created for continuous training and retraining of vocational education instructors to enable them update their knowledge and be in a position to always deliver effectively.
- There should be constant supply of power to different vocational education centres.

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