

**CHALLENGES OF IMPLEMENTING VOCATIONAL-TECHNICAL
EDUCATION CURRICULUM IN CRAFT CENTRES IN
RIVERS STATE ON AUTO-MOBILE TECHNOLOGY**

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Abstract

The study assessed the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology. It adopted the survey design method. The population of the study comprised all the students and teachers of Government Craft Development Centres in Rivers States. A 5 item structured questionnaire in line with the 5-point likert rating scale tagged 'Challenges of Implementing Vocational-Technical Education Curriculum In Craft Centres In Rivers State on Auto-Mobil Technology' was used for data collection. This was administered to a sample of 700 teachers and students drawn from the Craft centres in Rivers State. Out of which 500 were properly completed and retrieved. One research question and hypothesis were formulated to guide the study. Data analysis was done by the use of mean and group mean to answer research question while standard deviation and z-test statistical tools was used to test the hypothesis. Inferences were drawn based on 3.50 mean rating. The major finding in this work includes the extent to which: lack of learning facilities, inadequate funding, inadequate qualified technical teachers, management problems and the non maintenancIt is hoped that if all the recommendations are taken into consideration, it will go a long a way to resolve the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology.e of learning facilities affect the implementation of vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology. The study further suggests that the government should: repair and replace obsolete equipment for training purposes, established standard and well-equipped workshops, make fund available for procurement instructional materials/facilities,train more technical teachers in auto-mobile technology and the administrators of Craft Centres should try to encourage the spirit of relationship within school system in Craft Centres. It is that if all the recommendations are taken into consideration, it will go a long way to resolve the challenges of implementing vocational - technical education curriculum in craft centres in Rivers State on auto-mobile technology.

Introduction

Salami (2003) sees vocational-technical education as the sum total of methods and techniques of employment in science and engineering to the solution of problems pose by modern societies. In the word of Garba (2003) as cited by Akomolafe (2006), vocational-technical education is a comprehensive action based on educational programme that is concerned with technical means, their evolution, utilization and significance with industry, its organization, personnel, system, techniques, resources and products, their social and cultural impact (Patizhiko, 2011). More so, Isaac and Mbuk (2001) noted that Craft Centres are among the institutions where this vocational-technical education programme is being obtained which Auto-mobile technology is one of the occupations careers or trades. Auto-mobile technology is a compound word from 'auto', 'mobile' and 'technology'. According to Patizhiko (2011), 'Auto' means automatic mechanics devices, and 'mobile' means motion while 'technology' means application of tools and methods. Consequently, 'auto-mobile technology' is something that has to do with movement either in form of rotary, lateral, or both by the combustion of air and fuel through the application tools and methods. Kalat (2007) noted that auto-mobile technology is a way of accomplishing a task using technical process, methods or knowledge. For this reason, there must be a well curriculum in order to achieve the objective of vocational-technical as acknowledged in

the national policy on education.

The term 'curriculum' is derived from a Latin word meaning 'running course'. It means a course which one runs to reach a goal (Onwuka, 1996). It is the total of experience with which the school employs in educating young people. It is also a deliberate systematic and planned attempt made by school to change the behavior of members of the society in which it is situated (Okonkwo, 2011). According to Osuala (2004), Vocational-technical education curriculum is referred to all the activities in which students engage under the auspices of the school. He went further to state that this includes not only what the students learn, but how they learn it with the help of teachers using available learning facilities. Thus, curriculum of Craft Centres has to do with all learning experiences the pre-service students receive towards accomplishing an expected objective.. From the foregoing definitions of curriculum, it can be deduced therefore that the effectiveness and efficiency of Craft Centre is largely dependent on a given curriculum design and its implementation. This means that curriculum is the one that drives Craft Centre training programme to its destination. Thus, if specific competencies are not implemented in the curriculum, the product of Craft Centre training programme which automobile is

one of its components may not be work ready (Utin (2007)

Statement of Problem

According to Olakunri (2005), the following has been identified as some of the teething problems encountered through training in Craft Centres in spite of the great hope that bounds on Vocational-technical education: lack of learning facilities, inadequate funding, inadequate qualified technical teachers and poor maintenance of facilities. In consonance with the above, Isaac and Mbuk (2011) noted that the curriculum of Craft Centres are overloaded with largely theoretical content than practical skills.

From the above identified problems therefore, the study will take a good look at the challenges in implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology.

Purpose of Study

The main purpose of this study is to find out challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology. The study is specifically designed to determine:

- v The effect of lack of learning facilities
- v The effect of inadequate funding.
- v The effect of inadequate qualified technical teachers.
- v The effect of management problem.
- v The effect of lack of maintenance of facilities.

Research Question

One research question was formulated to guide the conduct of this study.

What are the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology?

Hypothesis

On the bases of the research question, the following null hypothesis (H_0) was formulated for the testing at 0.05 level of significance. There is no significant difference between the mean responses of the teachers and students about the challenge of implementing vocational- technical education curriculum in craft centres in Rivers State on on auto-mobile technology.

Research Methodology

Survey research method was utilized for this study to source data to answer the research question, which centered on the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology. The population for the study comprised all the teachers and students of Craft Centres in Rivers State located at Kono waterside, Bori in Khana Local Government Area, Ngo in Andoni Local Government Area, Okomoko in Etche Local Government Area, Port Harcourt city and Umuosi in Oyibo Local Government Area. A sample of 700 (120 technical teachers and 580 students) was drawn using random sampling technique. The researchers personally went to the centres used for the study and administered 700 copies of the questionnaire. 630 out of 700 were properly completed and retrieved on the spot but 70 suffered mortality due to wrong entry. The instrument for data collection was a structured questionnaire

developed by the researchers titled "Challenges of Implementing Vocational-Technical Education Curriculum in Craft Centres in Rivers State" with 5 items and 5-point scale:

Very High Extent (VHE).....4.50-5.00;
High Extent (HE).....3.50-4.99;
Moderate Extent (ME).....2.50-3.49;
Low Extent (LE).....1.50-2.49 and
Very Low Extent (VLE).....0.00-1.49
was used for the study.

The instrument was validated through professionals in technical education. A test re-test method was adopted to test the reliability of the instrument. The mean and Z-test statistical tools were used to test the

research question and hypothesis respectively at 0.05 level of significance.

Results and Discussion of Findings

The data gathered from the respondents were analysed as follows:

Research Question: What are the challenges of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology?

Table 1: Challenges of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology

| S/N | Item | Students, N = 520 | | | Teachers N = 110 | | |
|-----|---|-------------------|------|----------|------------------|------|----------|
| | | \bar{X} | SD | Decision | \bar{X} | SD | Decision |
| 1. | To what extent does lack of lack of learning facilities affect the implementation of vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology? | 3.98 | 0.10 | HE | 3.41 | 0.85 | ME |
| 2. | To what extent does inadequate funding affect the implementation of vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology? | 4.35 | 0.12 | HE | 3.90 | 0.77 | HE |
| 3. | To what extent does lack of qualified technical teachers affect the implementation of vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology? | 4.52 | 0.13 | VHE | 3.89 | 0.82 | HE |
| 4. | To what extent do management problems affect the implementation of vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology? | 3.33 | 0.10 | ME | 3.68 | 0.80 | HE |
| 5. | To what extent does the lack of maintenance of instructional materials affect the implementation of vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology? | 4.07 | 0.11 | HE | 3.71 | 0.79 | HE |
| | Grand | 4.03 | 0.11 | HE | 3.71 | 0.79 | HE |

From table 1, it is clear that the students scored High Extent on items 1, 2 and 5, Moderate Extent on item 4 and Very High Extent on item 3 given the grand mean score as 4.03. Since, 4.03 falls in the 3.50 – 4.49 range of High Extent. It was deduced that the students perceived the challenges of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology as high. The same table reviews how the teachers responded to the same items. By their scores, they expressed Moderate Extent on item 1 and High Extent on items 2, 3, 4 and 5, having 3.71 as their grand mean. It was deduced that the teachers perceived the challenges of implementing vocational- technical

education curriculum in craft centres in Rivers State on auto-mobile technology as high also.

Hypothesis (H_0): There is no significant difference between the mean responses of the teachers and students about the challenges of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology.

Table 2: Z-test on the perception of Students and Teachers on the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology.

| RESPONDENTS | N | \bar{X} | SD | P | DF | Standard Error | Z-cal. | Z-crit. | Decision |
|-------------|-----|-----------|------|------|-----|----------------|--------|---------|----------------|
| Students | 520 | 4.03 | 0.11 | 0.05 | 658 | 0.07 | 4.29 | 1.06 | H_0 rejected |
| Teachers | 110 | 3.71 | 0.79 | | | | | | |

From table 2, since the calculated value of z-ratio (4.29) was greater than the critical value of Z-ratio (1.96), the null hypothesis was rejected in favour of the alternative hypothesis. This implies that there was notable difference between the mean responses of the students and teachers about the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology.

Discussion of Findings

From the findings, the result revealed that the students' grand mean score was 4.03

which fall on 3.50 – 4. 99 range of High Extent. While the teachers' responses were graded and their grand mean was 3.71 at also High Extent on lack of tools and equipment, inadequate funding, lack of qualified teachers, management problems and lack of maintenance of instructional materials as the challenges of implementing vocational- technical education curriculum in craft centres in Rivers State on auto-mobile technology.

Data analysis indicated a significant difference between the views of students and teachers with respect to the challenges of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology. Hence, the null hypothesis was rejected. This result has strong congruence with finding of Patizhiko (2011) who noticed that auto-mechanics curriculum in craft centres has some problem and the way forward for the success of the training of this trade is to modify the curriculum.

Conclusion

From the findings of this study, it is clear that the challenges of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology can only be overcome by looking into the factors identified in this paper such as: lack of tools and equipment, inadequate funding, lack of qualified teachers, management problems and lack of maintenance of instructional materials.

Recommendations

Based on the research findings, discussion and conclusion, the following recommendations should be carefully recommended are proffered:

1. The government should establish standard and well-equipped workshops in Craft Centres to facilitate the implementation of vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology.
2. The government should also

repair and replace obsolete equipment for training purposes.

3. The government should make fund available for procurement instructional materials/facilities required for effectiveness of implementing vocational-technical education curriculum in craft centres in Rivers State on auto-mobile technology.
4. The government should train more technical teachers in auto-mobile technology.
5. National Board for Technical Education (NBTE) should consider a review of the curriculum in auto-mobile technology.
6. The administrators of Craft Centres should try to encourage the spirit of relationship within school system.

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