

**REQUIRED TRAINING NEEDED BY VOCATIONAL AND TECHNICAL
EDUCATORS FOR EFFECTIVE CURRICULUM IMPLEMENTATION IN TERTIARY
INSTITUTIONS IN EDO STATE**

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Abstract

The study investigated training needs required by Vocational educators for effective implementation of curriculum. Two research questions were raised, and one hypothesis was tested at 0.05 level of significance. The study adopted a descriptive survey research design. The population of the study comprised 75 vocational educators in Edo state. Questionnaire was used as instrument for data collection. The instrument was validated by three experts. Cronbach Alpha was used to determine the reliability of the instrument and this yielded 0.87. Descriptive statistics of mean and standard deviation were used to answer all the research questions one null hypothesis was tested using t-test statistics at 0.05 level of significance. Findings revealed vocational educators needs training in ICT skills and pedagogical skills. Based on the findings, conclusion and recommendations were made. The study therefore, recommended among others, that management of Universities in Edo State should assist in the acquisition of ICT facilities for vocational educators to use in order to enhance effective instructional delivery, Edo State government and management of Universities should support vocational educators with the needed funds in order to promote pedagogical skills for effective instructional delivery.

Introduction

The vocational schools system highly required good school training to closely link between the graduates quality and the workplace demands. This means that the schools must improve both teachers and students competencies which meet the workplace requirements in industrial. Training and retraining will be required for the educators to impart the right skills and knowledge to the students. Training is an organised effort aimed at helping an employee acquired basic skills required for the effecient execution of the function for which he was hired. It is also the act of increasing the knowledge and skills of an employee for doing a particular job. Training is the process of learning the skills that you need for a particular job or activity. Training is teaching, or developing in oneself or others, any skills and knowledge or fitness that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance, (Wikipedia, 2023). According to Marcellus (2002)

training, knowledge, or fitness related training an employees once again (PeopleHum, 2023). Retraining is the continuous provision of skill, knowledge and attitude on the job, it is on-the-job training used by organisation to bring about development and improved competency in workers. Ezenwanne (2020) stated that Retraining is a tool for human resource development, it has an immense potential in transfer and utilization of latest technical know how, leadership development, organisation of people, formation of self help groups among others the components of human resource development. Retraining can help to reduce mistakes and improve innovations in teaching profession (Nkomo & Umulkhay 2023). The purpose of training and retraining is to update, develop and broaden the knowledge that teachers had acquired during the initial teacher education (ProjectClue, 2023). Development is the process that creates growth, progress positive change or the addition of physical, economic, environmental, social and demographic components (Sid-isreal, 2021). Development is the act of improving by expanding, enlarging or refining (vocabulary.com, 2023).

Vocational and technical educators need to be well trained and developed to the changing world in order to impart the right skills and knowledge to the students. Vocational education is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate. Vocational education can also be seen as that type of education given to an individual to prepare that individual to be gainfully employed or self-employed with requisite skills (Wikipedia, 2023). Vocational education is any type of training usually in the form of courses and hands-on-instruction lessons that teaches students the special skills required to perform a specific job. Vocational and technical education boosts enterprise performance, competitiveness, research and innovation.

Vocational education prepares people for work and develops citizens' skills to remain employable and respond to the needs of the economy (Inded, 2022). Vocational Education ensures skills development in a wide range of occupational fields, through school-based and work-based learning. Vocational education can be defined as that type of education given to an individual to be gainfully employed or self-employed with requisite skill (Wikipedia, 2023). Vocational and technical education has branches namely, Business Education, Fine Art Education, Industrial and Technical Education, Agricultural Education and Home Economics Education. These programmes provide trained manpower, technical knowledge and vocational

skills that are necessary in the society(Akintade, 2023). It facilitates the adjustment of skills and knowledge of man to the changing demand and needs of the society. Knowledge of work is important and the competence in handling the work is the skill no competence, no skill. Skills and methods in teaching can only be acquired, improved upon and enhanced through constant training and development of the educators. In recognition of the importance of Vocational Education to a country's growth and development, the Nigerian government included Vocational Education programme in tertiary education curricular. In order to ensure effective implementation of Vocational education curriculum to enhance national development, it became necessary to employ the services of qualified and experienced Vocational educators in universities to teach courses in Vocational Education. Vocational Education courses must be handled by well-trained and motivated persons with academic and professional competencies which will match the industrial expectations. These Vocational courses are taught by Vocational educators., thus, Vocational educators must be well trained, professional lecturers who are competent in teaching all the components that make up Vocational Education in Universities.

Aliyu (2000) pointed out that lack of proper training and retraining of personnel to develop their innate abilities and achieve their full potentials in their places of work will make attainment of standard a mirage. Ikpefu (2003) clearly stated that training and retraining of a workforce is the wisest investment any management can embark upon. Aliyu (2000) concluded that vocational educators need to be well informed of any technological breakthrough in their field of discipline which can be achieved through training in ICT skill.

According to Ezenwafor and Olaniyi (2016), ICT is any equipment or interconnected system or subsystem of equipment that is used in the management, display, transmission or reception of data. Nwabueze (2016) defined ICT skill as the ability to understand and operate a wide range of technology software. Okoye (2015) contended that information and communication technology includes various kinds of electronic devices that aid communication such as computer, internet system devices, database system, software resources, etc which have brought about powerful and tremendous changes in all sectors of life. Vocational educators should possess and make effective use of information and communication technology skills in impartation of knowledge to the students. They should make use of variety of ICT tools such as e-mail, desktop conferencing, online programmes such as (web CT and Blackboard) as well as video conferencing in their

instructional purposes. This can be enhanced by pedagogical skills of Vocational educational educators

Pedagogical skills refers to capacity to plan, initiate, lead and develop education and teaching with the departure points in both general and subject-specific knowledge of student learning. It also refers to teacher's ability to instruct students and manage their classroom (Adunola, 2011). Vocational educators need to be conversant with numerous teaching techniques and strategies that take recognition of the magnitude of diversity and complexity of students and the concepts to be covered (Adunola, 2011). Vocational educators need to be equipped with the knowledge, skills, and attitudes needed to enhance student learning in this constantly changing environment. Therefore, the focus should be on equipping and empowering teachers with the knowledge, skills, attitudes (mindset), and motivation needed to provide innovative and engaging education for all students in a wide context. Closely linked to the challenge of keeping up-to-date is that of injecting a theoretical perspective into the student's learning experience while, at the same time, maintaining a strong "real world" focus. The need to maintain a real-world focus in the teaching of vocational and technical courses which are practical and training-orientated (Ottewill & Macfarlane 2003) is necessitated by the fact that the curriculum is skill-based. Thus, this study focuses on enhancing effective curriculum implementation through training of Vocational educators.

Statement of the Problem

Vocational educators' quality concern is more strengthened by lecturers who are the foremost stakeholders in curriculum execution. Curriculum cannot be effectively executed if the lecturer variables such as competence, availability, attitude, dedication and remuneration are defective. Even if educational goals are well articulated, relevant and consistent with national interest, lecturers are still the major determinants of success in the school. Shortage of desired manpower in many tertiary institutions is attributed to lack of appropriate and adequate training and education and insufficiency of training institutions and facilities. It is important that Vocational lecturers in Nigerian Universities improve on their pedagogic skills and competencies in instructional delivery through the use of ICT skills which the lack have been the result of inappropriate training needs assessment and staff development of Vocational Education lecturer.

These negativities may have the potential to cause poor performances of Vocational Education lecturers in delivering their courses effectively in their various departments and institutions.

Purpose of the Study

The main aim of the study was to determine training needs required by Vocational educator for effective curriculum implementation in tertiary institutions in Edo-State. Specifically, the study intends to determine:

1. the ICT skills training required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo state
2. the pedagogical skills training required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo State

Research Questions

The following research questions guided the study:

1. What are the ICT skills required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo State?
2. What are the pedagogical skills required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo State?

Research Hypothesis

1. There is no significant difference in the mean ratings of male and female Vocational educators in tertiary institutions in Edo State on ICT skills required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo State.

Methodology

This paper investigated the training needs required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo-State. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 alpha level of significance using independent sample t-test statistical tool .Survey research design was adopted for the study. Creswell (2014) described a descriptive survey research design as that which involves the collection of data for the purpose of describing and interpreting existing condition, prevailing practices, beliefs, attitudes and on-going process. The design was considered suitable for this study since relevant information were collected through the use of questionnaire. The population of the study consisted of 75 vocational educators from the three Public Universities in Edo State. These are University of Benin, Ambrose Ali, University, Ekpoma and Edo State University,

Iyacha. The entire population was used for the study due to its manageable size hence, census sampling technique was adopted. A structured and validated questionnaire was the instrument used for data collection from the respondents. The reliability of the instrument was determined using Cronbach Alpha method which yielded a reliability coefficient index of 0.87. All copies of the questionnaire were retrieved and used for the study. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significant. The questionnaire is rated on a four-point scale of Highly Required (HR) – 4; Required (R) - 3; Not Required (NR) – 2; and Highly Not Required (HNR)-1. Data collected were analyzed using mean score and standard deviation to answer the research questions while Independent t-test was used to test the null hypothesis at 0.05 level of significance. Any response with a mean of 2.50 and above was considered as Needed while mean of 2.49 below was considered Not needed. For the hypothesis, decision rule was based on the probability value and 0.05 alpha level of significance. The null hypothesis was accepted when the probability value was greater than 0.05, and rejected when the probability value was less than 0.05.

Findings

The data analysis for the research questions were carried out using mean and standard deviation and are presented in tables 1 to 4.

Research Question 1: What are the ICT skills required by vocational educators for effective curriculum implementation in tertiary institutions in Edo State?

Table 1: Mean Rating and standard Deviation of Respondents’ Opinion on ICT Skills Required by vocational educators for effective curriculum implementation in tertiary institutions In Edo State.

S/N	Statement Items	Mean	Std. Dev	Remark
1.	Ability to use word processor for effective Curriculum implementation	3.21	0.43	Required
2.	Ability to use spread sheet for effective Curriculum implementation	2.90	0.54	Required
3.	Ability to use database for effective curriculum implementation	3.22	0.56	Required
4.	Ability to use blackboard teaching skill For effective curriculum implementation	2.64	0.58	Required
5.	Ability to use Video conferencing for effective curriculum implementation	2.58	0.60	Required

6.	Ability to use power point presentation for effective curriculum implementation	2.80	0.71	Required
7.	Ability to use internet explorer/ Application for effective curriculum implementation	2.77	0.62	Required
	Grand Mean	2.87	0.57	

The data presented in table 1 reveal that all the seven items on ICT skills listed had mean ratings ranging between 2.58 to 3.22. This indicates that the respondents were of the view that all the items on ICT skills were required of Vocational educators for effective curriculum implementation. The standard deviation indicates relatively close opinion of respondents on ICT skills required of Vocational educators.

Table 2: Mean Rating and standard Deviation of Respondents’ Opinion on Pedagogical Skills Required by vocational educators for effective curriculum implementation in tertiary institutions In Edo State.

S/N	Statement Items	Mean	Std. Dev	Remark
1.	Ability to adopt any teaching based upon what students currently understand or do not understand.	2.80	0.60	Required
2.	Ability to adopt any teaching style to different learners	3.05	0.84	Required
3.	Ability to be familiar with coon students understanding on misconceptions.	3.10	0.56	Required
4.	Ability to organize and maintain classroom management	2.95	0.58	Required
5.	Ability to use wide range of teaching approaches in a classroom setting	2.72	0.62	Required
6.	Ability to assess students’ learning in multiple ways.	2.65	0.95	Required
7.	Ability to assess students’ performance in a classroom.	2.70	0.74	Required
	Grand Mean	2.85	0.69	

The data presented in table 2 reveal that all the seven items on pedagogical skills listed had mean ratings ranging between 2.65 to 3.10. This indicates that the respondents were of the view that all the items on pedagogical skills were required of Vocational educators for effective curriculum implementation. The standard deviation indicates relatively close opinion of respondents on pedagogical skill required of Vocational educators.

Test of Null Hypothesis

There is no significant difference in the mean ratings of male and female Vocational educators in tertiary institutions in Edo State on ICT skills required by Vocational educators for effective curriculum implementation in tertiary institutions in Edo State.

Table 3: Table 5: T-test analysis of Mean Rating of male and female Vocational educators in Edo State.

Gender	N	X	SD	df	t-value	p-value	Decision
Male	39	3..67	0.65	73	0.14	0.078	NS
Female	36	3..31	0.58				

The result of data analysis in Table 3 reveals that probability value of 0.078 is greater than the significant value of 0.05. Therefore, the null hypothesis is hereby accepted and this means that there is no significant difference in the mean response of male and female vocational educators in universities in Edo Sates on ICT skills required for effective curriculum implementation.

Discussion of Findings

Findings of the research question 1 as shown in Table 2 revealed that vocational educators needs training in ICT for effective implementation of curriculum in Universities in Edo-State as indicated by a final grand mean of 3.08. From the statistical evidence in test of hypothesis 1, the result showed that there is no significant difference between the mean responses of male and female vocational educators regarding training need in ICT skills for curriculum implementation in tertiary institutions in Edo State. The result of the findings is in line with Okoye (2015) that stated that vocational educators should acquaint themselves with computer network knowledge, software application, computer related storage device and world wide web navigation so as to ensure effective instructional delivery. The study is also in consonance with Bolarinwa and Adeola (2012), who reported that applications of software such as (word processing, auditing software), window explorer, management information system and other technologies can help educators manage and improve instruction as well as teaching content.

Findings of the research question 2 as shown in Table 3 revealed that vocational educators needs training in pedagogical skills for effective implementation of curriculum in Universities in Edo-State. As indicated by a final grand mean of 2.85. The result of the findings is in line with

Envekit and Obara (2010), who described teaching as a profession that largely requires the lecturers' ability or skills to teach effectively. The study is also in agreement with Adunola (2011) who stated that teachers need to be conversant with numerous teaching methods and strategies that take recognition of the magnitude of diversity and complexity of students and the concepts to be covered.

Conclusion

This study determines the training needs required by vocational educators for effective curriculum implementation in Universities in Edo State. Vocational educators need training in ICT skills and pedagogic skills for effective curriculum implementation in Edo State. It is concluded that vocational educators should acquaint themselves with the necessary ICT skills and they should make effective use of them in their instructional delivery in Universities in Edo State.

Recommendations

1. Management of Universities in Edo State should assist in the acquisition of ICT facilities for vocational educators to use in other to enhance effective instructional delivery.
2. Edo State Government and Management of Universities should support vocational educators with the needed funds in other to promote pedagogic skills for effective instructional delivery.
3. Vocational educators should avail themselves opportunities of short training programme regularly to enable them keep abreast of current technological innovations.

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