QUALITY OF TVET PROGRAMME DELIVERY BY TEACHER EDUCATORS IN COLLEGES OF EDUCATION, NORTH WEST NIGERIA

BY

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Abstract

Education is generally regarded as a necessary and essential requirment for national devel;opment. It is centre to socio-economic and technological development, and all these can only be achived through qaulity of teachers instructions and preparation. The paper dwelled into the qaulity of delivery of technical and vocational education training programes by teachers educators in colleges of education in North West Zone of Nigeria. The papers adopted survey research design, 413 teachers educators from state/Federal college of education and Polytechnics in North West were used for the study. From the entire population of the study, 158 respondents were sampled using purposive sampling techniques. Self-structured questionnaire was used as an instrument for data collection, the instrument was validated by 3 experts from ATBU and 1 from test measurement and evaluation department with Reliability co-efficient of 0.7 The data collected was analysed using mean and standard deviation. Therefore, the following recommendations were given which includes: Teachers needs to be proactive to compliment with the new trends in teaching and learning of VTET programme at various level of institutions. Both government and private sectors should be involved in the provision of equipment and facilities in Technical Institution.conclusively, the srudy revealed among others that TVET programm is faced with challenges such as shortage of tecahers educators and inadequate facilities for teaching and learning.

Introduction

Technical Vocational Education and Training (TVET) as a field of study have one of its major goals, the responsibility of preparing individuals for effective participation in the society. It is a programme offered in higher institution in Nigeria. One of the objectives of TVET in education Nigeria is the production of skilled manpower, self-reliant and enterprising craftsmen and technician who can apply their technical knowledge and vocational skills necessary for solving industrial agricultural and economic problems of the nation (FGN, 2014). One among the many efforts toward achieving these goals is the establishment of National Commission for College for of Educations (NCCE) by the provision of section 5(c) and (d) of decree No 3 of 1989 NCCE Minimum Standard. It mandates includes lying down of standard for TVET program of teacher education, which equips students with Technical knowledge as well with helping them to acquire definite skills in Technical and Vocational Educations Programme. The national policy on education gave birth to technical institutions such as Polyetchnics, Colleges of Education Technical and Universities of Technology where TVET are offered.

In implementing TVET programme the quality of Teacher educator become crucial. It has of course always been obvious that “Academic” forms of education should to the necessary extente provide students with knowledge needs to fit into the society effectively. To achieve this TVET

Teacher educators need to stuff from the old tecaher centred centred learning and introduce quality delivery of students centred learning in TVET programme to enable the desired goal of self-relaint nation to be achieved.

Technical and Vocational education and training (TVET) has been recognized in the worls today as a tools for alleviating poverty and enhancing technological development UNESCO (2002) defined TVET as those aspect of the educational porcess involing, in addition to general education, the type of technologies and related science and the acquisition of practical skills, attitude, undestanding and knowledge relating to occupations in various of the economic and scoial life. Skill training enhances productivity and sustain competitiveness in the global economy. According to Nworgu and Nwangron (2011), TVET can be define as an educational training, which has been designed technically and systematically to accommodate both the trainer and the trainee to enable the trainee acquire the basic knowldge skills, activties understanding and attitudes needed for once efficient performance in his or her chosen occupation carrier for self-reliant and national development.

According to Ezeji (2011), technicla and vocational education training (TVET) is an integral part of work an aspect of lifelong learning and preparation for occupational fields and for effective participation in the world of work, an aspect of lifelong learning and preparation of responsible citizens, an instrunentally sound and sustainable development; and method of alleviating poverty. Vocational technocla education is attaining and retraining programme which provides knowledge and skills for development and recognized as a crucial vehicle for social equity inclusion and sustainable development TVET uses formal, non-formal and informal learning such as schools, trade centres, technicla colleges and road craftmen.

Goals of Technicla and Vocarional education in Nigeria

The goals of technical and vocational education as stated in the Federal Republic of Nigeria (2014) shall be among others to:

- Provide trained manpower in the applied science and technology and business particulalry at craft, advanced craft and technical level,
- Provide the tehnicla knowledge and vocational skills necessary for agriculture, commercial and economic development and
- Give training and impact the necessary skills to individual who shall be self-reliant economically.

There are challenges facing vocational and technical education which has impacted negatively on national development and quality of deliver. Oguntunbi (2013) identifies lack of adequate training facilities and stressed that 50% of the instituitions running vocational education in Nigeria are yet to meet approved national standards. In many of the schools, basic facilities such as furniture, laboratories, running water, electricity, machines, computer etc are missing. Also highlighted funding of vocational and technical education programme as inadequate, financial sustainability of TVET programme will facilitate the development of sudents knowledge in innovation and cretaiviy for self-reliance.

However TVET education in Nigeria appears to be suffering a lip service of the leadership. Government have continually invested great proportion of the budget to the improvement and expansion of education. But, there appears to be less visible signs in the status of TVET programmes. The state of TVET programme in Colege of Education seems to be deteriarating will little or no emphasis on practical in the delivery.

Another factors also is poor qaulity of delivery which hinders the development of TVET programme, most of the tecahers are not adhering to change, to the new techniques of teaching which would expose their leaners to a vast knowledge and practical skills (Amoor, 2008).

Often time the TVET such as end users, state/Federal ministry of education, labour markets and Federal Government parastatal have expressed that some of these graduates are not competent to teach the program. Yaduma and Bappah (2008) reported that the graduates of TVET are not well prepared for workforce and do not posses salable skills in their specialization. In support of the above Ibikuwe and Akinye (2020) stated that high rate of unemployment has resulted to poverty with various counsequences on youths, political, social and economic development and social unity. These could be as a result poor facilitaties and materials in schools. The study therefore focused on the delivery of the teacher educators program of TVET in the colleges of education in northwest Nigeria.

Purpose of the study

The major purpose of this study TVET programme delivery by tecaher educators in Colleges of Education in North West zone Nigeria specifically the study aimed at investigating the followings:

1. The extent of availability of TVET tecaher educator for effective programme
2. The degree to which training facilities and equipment are available for teaching and learning.
3. The measures for effective delivery of TVET in the North West zone of Nigeria.

Research Questions

1. To what extent is the availability of TVET tecaher educator for effective programme delivery?
2. How adequate ar ethe training facilities and equipment available for the available for teaching and learning of TVET in Colleges of Education?
3. What are measures for effective delivery of TVET in the North West zone of Nigeria?

Methodology

A survey research designed was employed. The reason for choosing this design was that the study aimed at eliciting opinion of respondents on quality of TVET programme delivery in Colleges of Education in North West Nigeria. The population for the study was 413 comprising of teacher educators from the state and federal own Colleges of education that offer technical course and Polytechnic FCET Gusau, Zamfara state, FCET Kano, State Polytechnic Birnin kebbi, COE Kafanchan, Kaduna Polyetchnic and Saadatu Rimi College of Education, Kumbotso Kano. Purposive smaple techniques was used to sample 185 technical and vocational tecahers educatrs. 19 tecahers educators from each institutitons and 25 from Kaduna polytechnic. The instrument for data collection is a structured questionnaire. The instrument was developed

based on research questions and literature reviewed on quality delivery of TVET Programme. The respondents responded to the questionnaire items based on five points ratings of likert scale with categories as follows; Strongly Agree 5, Agree 4, Undecided 3, Disagree 2, Strongly disagree 1. A face validity of the instrument was carried out by 2 experts in TVET department of ATBU Bauchi and 1 expert disagreed. from test measurement and evaluation from the faculty of education in the same university, a reliability of 0.7 was achieved. Modifications were made and implemented. Data was analysed using Mean and Standard Deviation to evaluate the response relating to each questionnaire items. A mean of 3.50 and above was considered respondent agreement on an item while any item with a mean rating less than 3.50 was considered

Table 1: To what extent of availability of TVET tecaher educator for effective programme delivery?

S/N	**Items**	$\bar{x}$	SD	R
1	TVET Teacher Educators lack adequate practical skills	3.6	1.27	Agreed
2	Are there enough of TVET Teacher Educators for the programme in the department	2.62	0.95	Disagreed
3	TVET Teacher Educators organised field trip to complement their classroom teaching	2.65	1.61	Disagreed
4	TVET Teacher Educator organised practical for students as demanded by NCCE minimum standard	3.39	1.46	Disagreed
5	Adequate turning is a aluted for students technical work	3.28	1.67	Disagreed
6	TVET Technical Educators supervised students activities.	2.7	1.47	Disagreed

The result presented in Table 1, shows that the teaching of TVET programmed in Colleges of Education is affected by quantity and quality of technical teachers educators. Item 2, 3, 4, 5 and 6 shows the inadequacy of technical teachers educator in the teaching of technical programme.

Table 2: How adequate are the training facilities and equipment available for the teaching of TVET in COE?

S/N	**Items**	$\bar{x}$	SD	R
1	Existing facilities and equipment are suitable for students for practical work	3.75	1.21	Agreed
2	Training materials/consumables are adequately provided	2.95	1.25	Disagreed
3	The School workshop equipment and facilities are adequately maintained for student practical	2.35	1.68	Disagreed
4	Provision are made to power the equipment for practical work	3.6	1.27	Disagreed
5	Trained/Qualified technicians are employed to assist the students in the workshop	2.6	1.47	Disagreed

Table 2 shows that the equipment and facilities are available but not adequately maintained for efficiency usage. There is also the problem of the school not providing materials/consumable for students practical to enable them acquire the necessary skills needed.

Table 3: What are measures for effective delivery of TVET in colleges of education and polytechnics in North West Zones Nigeria?

S/N	Items	$\bar{x}$	SD	R
1	TVET Teacher educators embraced students centered learning approach	2.2	1.47	Disagreed
2	TVET Teacher Educators emphasised activities based approach	2.4	1.35	Disagreed
3	TVET Teacher educations undertake internship training in industries for update of skills	2.15	1.32	Disagreed
4	Qualified technicians are employed to assist the student/teacher educators	2.55	1.54	Disagreed
5	Adequate training is given student practical	2.6	1.26	Disagreed

The finding above revealed that Technical Teacher Educators are yet to shift from the traditional old method of teacher centered learning with little or no active base. There is also lack of adequate time for practical teaching. This dampens the interest of the learners resulting to lack of seriousness in the learning of TVET subjects.

Discussion of the Findings

The study focus on the quality of delivery of Technical Teacher Educators in Colleges of education in the Northwest geo-political zone of Nigeria. Delivery here refers to the way and means which Teacher Educator adopts to guide the students through teaching and learning activities in order to accomplish the desired goal of self-reliant. The first question of the study revealed the extent to which the availability of TVET tecaher educators for the programme delivery. The analysis of the research question display in table one shows that all items were the causes of the poor delivery of TVET by the teacher educators. The findings shows that TVET teachers lack adequate, practical skills to teach TVET programme. Item one agreed that.....

Shoratge of technical teachers create a greta problems in educational institutions because the few ones will be overloaded with course and making them less efficient. The findings in table two further revealed the inadequacy of equipment and materials also dampens the delivery of the programme.

Oguntunbi (2013). Observed that TVET educational programme are not very effective in preparation for students self-reliant becuase of gross inadequacy of facilitate equipment and incompetent instructors.

Yaduna and Bappah (2008) oberved that with under supply of facilities and equipment to educational institution produce a graduates that are either hafl baked or unproductive in view of this it is obvious therefore, that without adequate equipment and facilities adequate teaching and learning cannot take place.

The analysis in Table 1 shows the problems as it affects the programme. The technical teacher educators are still in the practice of the old traditional method of delivery teacher centered method. Teacher of TVET programme are supposed to be skilful and practically inclined in their delivery but thus not obtainable as often time they are found in the classroom teaching TVET topics. Another problem is the shortage of the TVET teacher Yaduma observed that for learning process to be effective knowledge of the subject matter as well as skills development in teaching practical courses are very essential. He

further explained the important of field trip as a link between classroom and actual life situation.

On the adequacy available facilities and equipment for the delivery of TVET programme. Table 2 shows the analysis of the respondent. The finding revealed that the existing equipment are available but not adequately maintained for students used. In line with this Paiko (2012) observed that TVET programme can never be effective in preparation of Technical Teacher Educators because of inadequacies of facilities, materials are the life services of TVET programme administrators. Ezeji (2001 explains that functional workshop with adequate tools and facilities enhance skills of students. Education is social science that encompasses teaching and learning. TVET teachers are to use varieties of methods and materials in order to impact curriculum effectively. Technical Teacher Educators need to shift from the old traditional teacher centered method and embrace the activity based.

Research question table 3 therefore, explains the meausrement for effective delivery of TVET in colleges of education, by TVET teachers items 1,2,3,4 and 5, further reveals that respondents disgareed that TVET teachers organise studentss centre learning or activities based learning in thier methods of delivery this however, have a very negative impact in meeting the objectives of the said technical education. Adelani, Ojo and Emmanuel (2010) reported that activity method is diretced at helping students to acquire the basic competences in the use of workshop tools and equipment involves of the above TVET teacher educators need to use carieties of methods and nmaterials in order to improve upon the curriculum delivery and shift from the old method of tecaher centre.

observedthe poor delivery of the course of the padequacy of the quality and quantity of technical teacher educators as it affects the delivery of NCE Technical programme in Northwest.

Conclusion

Technical Education is a vital tool through which any nation can experience growth and development. Job creation is only vital if vocational and technical education is carefully consucted and taught using appropriate techniques and materials for the teaching and learning in our schools. Based on the foregoing, the study reveals that vocational and technical that the major problems militating against effetcive teahing delivery Technical Vocational institutions in north west, includes among others, inadeqaute relevant facilities and equipment, less emphasis on practical activties. Also inadequate number of TVET teachers in technical institution resulting to overloading the few existing one.

Recommendation therefore suggests more TVET teachers educators be trained and employed.

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