British Journal of Education, Learning and Development Psychology
ISSN: 2682-6704
Volume 3, Issue 2, 2020 (pp. 29-36)

www.abjournals.org

EXTENT OF WORK-SKILLS REQUIRED FOR ENHANCING BACKWARD STUDENTS IN SECONDARY SCHOOLS IN IMO STATE

Ezemoyih Chuks Marcel (Ph.D)[1], Jude Chikezie Nwakamma (Ph.D)[2], Oyekezie Kingsley S.U[3] and Theresa Nnenna Uwakwe[4]

[1]Department of Vocational and Technical Education, Alex Ekwueme Federal University Ndufu Alike Ikwo Abakiliki Ebonyi State
[2]Department of Physical and Health, Alvan Ikoku Federal College of Education
[3]Account Section, Alex Ekwueme Federal University Ndufu Alike Ikwo Abakiliki Ebonyi State
[4]Department of Accountancy, Alex Ekwueme Federal University Ndufu Alike Ikwo Abakiliki Ebonyi State

ABSTRACT: *This study aimed at developing work skills required for enhancing backward secondary school students in Imo State. Specifically, the study was designed to develop a programme for training in Business education skills, Technical Education skills and Home Economics skills adequate for making backward students self-reliant. The study was guided by three research questions and three hypotheses. The population of the study was made up of all 28 vocational education teachers in all technical colleges in Imo State and 10 lecturers from 10 tertiary institutions that offer training for vocational and technical teachers. Data was collected from the population and analyzed using mean and standard deviation. Based on the findings, it was recommended that the training environment should be replica of the working environment where the trainees would work to make it easy for him to adapt. Adequate repetition of training in experience from the training areas should be given to the trainees. Thus, this will help to achieve self-reliant. Contribution/Originality: The study contributed to the existing literature by promoting evidence for extent work-skills required enhancing backward students in secondary schools. The peculiarity of this study is based on business skills, technical education skills, and home economics skills which were used but were not used in the previous research studies.*

KEYWORDS: Work-Skill, Backward, Students, Secondary School, Education, Nigeria

INTRODUCTION

In other to make our youths useful in the society where they belong, there is need to develop work skills programmes which will make them self employed and self reliant.

Teachers usually adopt teaching as teacher centered instead of student centered. In the recent research findings, teaching is now student centered. Students centered will enable students to participate in the teaching learning process. Evidences have proved that students are taught skills which is the outcome of teacher centered; although many teachers in secondary schools find it difficult to impact the work skill required for the youths. Their weakness was observed in the test administered on skills required for enhancement of backward students in secondary schools in Imo state which showed that less than 15% had the required skills for enhancing

backward students which unfortunately does not show a good preparation of students. It is expected that students in Imo state secondary schools should acquire enough work-skills under the guidance of secondary schools.

Vocational training programs have been realized as instrument for strengthening skills acquisition among committee of nation (Atsembe and Saba 2002). Etonyepaku (2019), opined that vocational education coverers all aspects of economic activities in any society's stability through their consistent ability in reinforcing all human and material resources in this regards Vocational Education at various levels produce artisans' and craftsmen, technicians and technologists who are trained to teach others, work in various occupations in different establishments and above all to be self employer of labour. This necessity national economic development which is in line with FGN (2004) document.

According to Kanu (2008), work skills are taught informally by our parents and this dates back to pre-colonal era. Then parents taught their children and tribesmen and eager youths in the arts and crafts. Apprenticeship and artisanship have been the only type of formal or systematic instruction for the attainment of vocational competency, which have developed over the years.

According to Ezemoyih (2015), the development of agriculture, home economics, industrial arts and other areas has been slow and haphazard because of unnecessary misunderstanding, missing information and ignorance on the part of the academically or classically educated leaders. This is why even today lip services are given to work skill's development emprisingly multitudinous and vocal, is still pedaled, in spite the urgent need of work skills development.

According to Ike (2013), it is not surprising that even today among persons not directly concerned with vocational education, there is deplorable lack of unity of thought about the relationship and objectives of vocational and general education. Nwosu (2004) opined that looking at the problems of relationships, one would say that general education may be termed to be cultural education which focuses upon knowledge, skills and attitudes that are considered useful for living, education which prepares a citizen to know his civic duties in a broad sense, without reference or application to particular occupation or calling. vocational education can be differentiated from general education in a way because it deals with wholly or part, for definite living. Nwosu (2004), further stated that general education and vocational education are rather interdependent and related through different aspects of vital social processes of preparing for living.

Nigeria is an agricultural nation but it is surprising that Nigerians cannot adequately feed its population due to the fact that the youths and majority of the people have neglected this area of vocational – Agricultural education. At no other time is the need for greater food production more pronounced than during this period of depression with agricultural technology revolutions, with power, machinery, proper planning for training for agricultural occupations. All these negative opinions and attitudes of the individuals has made the researchers to wonder the extent of work-skills taught to these secondary school students hence this difficult question, what are the effects of work-skills required for enhancing the backward students in Imo State.

These research questions guided the study;

(1) What business education skills enhance backward students in secondary schools in Imo state?

(2) What technical skills enhance the backward students in secondary school in Imo state?

(3) What home economics enhances backward students in secondary schools in Imo state?

Also the following hypothesis was formulated- there was no significant difference between the teachers and the lecturers mean responds with regards to the extent of business education work skills required for enhancing backward students in secondary schools in Imo State, There was no significant difference between the mean responds of teachers and the lecturers on work skills for enhancing backward technical students in secondary schools in Imo State, There no significant difference between in the mean responds of teachers and lecturers with the regard to home economics skills for enhancing backward students in secondary schools in Imo State.

LITERATURE REVIEW

"Rebranding Nigeria" is a household name in the contemporary Nigeria. Rebranding process involves changing general life pattern of Nigerian- social, health, economic, philosophy, psychology even in types of education that will enhance work force in Nigeria. Nigeria education system should emphasize on programmes that should enhance work-skills but it was observed from previous studies that education system is in the contrary to the needs of the country. Maduka (2017) opined that the new name rebranding should include creation of new terms, symbols, designing or combinations of these with intention of developing differentiated position in the minds of all stake holders and competitors.

Ogbazi (2018) carried out research on development of programmes that will enhance work skills in five technical secondary schools randomly selected in Imo state of Nigeria. It was discovered that the curriculum was inadequate for the development of work skill which will make the secondary school graduates to be employers of labor and relevant in the societies they live. Ewuga (2019) investigated on the demand of the labor market and the quality of work skills produced by secondary schools in Imo State. It was found that the labor market demand is different from the work skill produced by secondary schools and as such, these graduates roam about the street. Okoro (2017) stated that work skill programs that respond to the demands of labor should have central effect to equip the youths with the work skills that enable them escape the trap of poverty and contribute to the country economic growth and national development.

Bindir (2017) defined work skill as well-established habit of doing something involving the acquisition of performance capabilities in the most economic way. Nwosu (2017) defined work skill ability to mean expertly carrying out an operation, dexterity through the repetitive performance of an operation. Abdullahi (2018) added that work skill is acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in labor market. These generally means that work skills are a well-rehearsed method or technique of carrying out an economic function which is repeated with predicable regularity.

Work skill involves mental and physical action. Work skills can be acquired either through formal, public or private school, institutions or informal, traditional apprenticeships (Dike 2017). Work skill acquisition is vital for an economy to complete and grow especially in the area of economic integration and technological change.

Ladipo (2018) explained that work skills are taught formally at three levels in Nigeria education system-lower post primary (JSS) upper post- primary (SSS/technical colleges and the post secondary (higher institutions). It begins at the junior secondary level with the introduction of pre-vocational electives such as agriculture, business studies, home economics, local crafts, computer education, fine arts, music and introductory technology.

Non formal mode of work skill acquisition is the apprenticeship scheme custom- and tailor-made programs designed to impact occupational learners on the Job skill without knowing the technical know-how nor technical do-how (wapmuk 2018).

Wapmuk (2018) pointed out that at different levels, policies, planed programs and projects, a lot is being done by different agencies and agents to enhance the role of work skill in the national development and rebranding pursuits. However, the desired positive results of development of work-skills are yet to be fully achieved. Wapmuk (2018) pointed out some problems that militate against smooth operation of work skill programs to include lack of a holistic strategy process and practice, poor synergy and commonality of purpose, low political will and government commitment, poor funding, low private sector and individual participation.

Method

The method employed in this research work was a descriptive survey research design. Thus, a descriptive survey is the one that involves the collection of data, organizing it, analyzing it and describe them as they exist naturally. The population for the study comprised 28 vocational education teachers in all the technical colleges in Imo state and 10 lecturers in vocational education, Imo State University Owerri and vocational education department, federal college of education, owerri.

A 21 - self developed questionnaire named extent of work-skill required for enhancing backward students in secondary schools (EWSREBS) in Imo state was used for data collection. The questionnaire was administered by the researcher by visiting the institutions personnally. This is to ensure adequate collection of data that was distributed among teachers and lecturers. The data was analyzed by using mean, standard deviation and t- test. A four (4) point scale was developed using very high extent, (4) high extent (3) low extent (2) and very low extent (1).

Table 1: Mean, standard deviation and t- test analysis of respondent regarding work skills for enhancing backward students in business education N1=28, N2=10

S/N	Business Education Skills	X1	X2	SD	SD2	T	Remark
1	Goal setting	3.64	3.72	1.16	1.22	0.20	accepted
2	Customer service	3.56	3.58	0.50	0.34	0.19	accepted
3	Communication skills	2.50	3.15	0.92	0.50	0.09	accepted
4	Writing skills	2.58	3.43	0.57	0.65	0.11	accepted
5	Creative thinking	3.33	3.30	0.76	0.46	0.01	accepted
6	Critical thinking	3.54	3.50	0.50	0.50	0.02	accepted
7	Problem solving	3.25	3.20	0.44	0.40	0.02	accepted

Key: N1= Number of teachers, N2= Number of lecturers X1= mean of teachers, X2= mean of lecturers, SD,= standard deviation of teachers, SD2= standard deviation of lecturers, t= t test analysis of the respondents.

Item 1-7 research question one was rated high extent and analysis of table (t), showed that the calculated t value of each item does not equal or exceed the t – critical value of 1.96 necessary for rejection of hypothesis at (P< 0.05) level of confidence. hence hypothesis 1 was accepted. This indicates that there was no significant difference between the mean response of the teachers and lecturers with regard to the extent of business education work skill required for enhancing backward students in secondary schools in Imo state.

Table 2: Mean, standard deviation, and t – test Analysis of the respondents regarding the extent of enhancing technical education skills for backward students in secondary schools in Imo state.

S/N	Technical Education Skills	X1	X2	SD1	SD2	T	Remark
8	Electrical working diagram	3.25	3.20	0.44	0.40	0.02	accepted
9	Identification of symbols in electrical wiring	3.58	3.30	0.57	0.46	0.12	accepted
10	Interpretion of cell used in wiring	3.54	3.50	0.30	0.21	0.21	accepted
11	Working principles of cells	3.15	3.50	0.92	0.50	0.09	accepted
12	general analysis of domestic surface wiring	3.33	3.30	0.76	0.46	0.01	accepted
13	Constructional features of battery	3.15	3.50	0.92	0.50	0.09	accepted
14	Blacksmitting	3.25	3.30	0.44	0.40	0.02	accepted
15	Shoe making	3.58	3.30	0.57	0.46	0.12	accepted
16	Carpentry	3.43	3.70	0.50	0.46	0.13	accepted

The analysis of table (2) showed that all the items from 8-16 were rated high extent the calculated t- value of each item does not equal or exceed the t-critical value of 1.96 necessary for rejection of hypothesis at (p< 0.05) level of significance, hence hypothesis 2 was

accepted. This indicated that there were no significant differences between the mean responses of the teachers and lecturers on technical education skills for making these backward students' self – sufficient.

Table 3: Mean, standard deviation and t-test analysis of the respondents regarding home economics work skills for enhancing backward students in secondary schools in Imo State.

S/N	Home Economics Skills	X1	X2	D1	D2	T	REMARK
17	Making and modeling of cloths	3.50	3.60	0.50	0.49	0.05	accepted
18	Food quality preservation	3.72	3.70	0.46	0.49	0.04	accepted
19	Furnishing of houses and office	3.54	3.45	0.50	0.50	0.04	accepted
20	Maintenance of Home	3.61	3.80	0.49	0.40	0.11	accepted
21	Management of offices	3.75	3.40	0.44	0.49	021	accepted

The analysis of table (3), revealed that all the items from 8-16 were rated high extent the calculated t value of each item does not equal or exceed the t- critical value of 1.96 necessary for rejection of hypothesis at ($p<0.05$) level of significant. This indicated that there were no significant differences between the mean responses of the teachers and lecturers with regards to the home economics work skills for enhancing backward students in secondary schools in Imo State.

DISCUSSION AND CONCLUSION

The study which focused on extent of work-skills required for enhancing backward students in Imo State revealed that the skills for enhancing backward students in Imo State were generally accepted by the respondents.

In Business Education, skills required for enhancing backward students in Imo State Secondary Schools were all rated 2.5, and above which means accepted. This is in agreement with research result of Nwosu (2014) which supported that Business Education skills will be taught to unemployed youth. The findings of the current study on skills of Business Education required for enhancing backward secondary schools' students in Imo State include ability to set goals, customer services, communication skills, writing skills, computation skills, creative and critical thinking and problem-solving are all accepted. The result is in support of the aims of making Business Education programme make her graduates to be self-employed and self-reliant.

Also table (2) on technical education skills of electrical working diagram skills, identification of symbols used in drawing electrical wiring, interpretation of cells used in wiring, general analysis of domestic surface wiring, working principles of cell, constructional features of battery, blacksmithing, shoe-making and carpentry are all accepted skills for enhancement of backward students in Imo state secondary school. The findings are in line Atsumbe (2009) who opined that it is very is very important to include these technical education skills. This is

also in support of NBTE (2003). National curriculum for electrical installation and maintenance course of instruction should be taught. According toAtsumbe and Saba (2009), the elements of this instruction include, identification of symbols in electrical installation, interpretation of cells used in working drawing, and location of various accessories. This is also supported in the training content of able skill in Atsumbe and Saba (2009). However, secondary school teachers/lecturers should teach backward students these technical education skills to make them relevant.

The skills of Home Economics education such as making and modeling of cloths, food quality preservation, furnishing of offices and homes, maintenance of home and management of offices and homes were all rated strongly required in table 3. These skills are important to the development and making of an individual self-employed and self-reliant. Secondary school drop-outs in south-east states of Nigeria should be taught all these skills of Home Economics.

Work skills required for enhancing backward students in Secondary School is realize to be solution in economic development. The country can move forward only when they realize this have been that realized as the solution to economic development. Supporting above statement, Walter (2007) stated that work skills required for enhancing backward students is the engine for economic development. He further stated that this state can only achieve special education, technological growth, promotion, and rewarding creativities, human-materials to productive uses. The government is expected to understand and implement the work skills required for enhancing backward students especially youths.

To make drop-outs of secondary schools self-employed and self-reliant instead of becoming problem and causing trouble in the society, they should be made to learn the following skills: goal setting, customer services, communication skills, writing skills, computation skills, creative/critical thinking skills and problem-solving skills. Others are electrical working diagram skill, identification of symbol used in drawing of electrical wiring, interpretation of cells used in wiring, general analysis of domestic surface wiring and working principles of cells. The rest are constructional features of batteries, blacksmithing, shoe-making, carpentry, making and modeling of cloths, food quality preservation, furnishing of houses and offices, maintenance of home and management of houses and offices. These skills would make them to meaningfully contribute their quota to the society.

Government should make available work training skills for enhancing backward students in secondary schools. The training environment and working environment must be the same to enable the trainee to adapt easily. Government should take it as a task to find out the causes of dropout in secondary schools and tackle the problems to avoid youths dropping out from secondary schools. One of the theories of vocational and technical education is that the training environment should be a replica of the working environment. In the vocational and technical education training, this theory must be followed. The training environment and working environment must be the same to enable the trainee to adapt easily. The training should be repetitive to enable the trainee to learn and be able to carry them out without difficulties. The trainer should be a master of what he is teaching; He should be a teacher. The training programme should be the same as the occupation itself.

Conflicting Interest: The authors have no conflicting interest.

Funding: There was no funding received for this research work.

Contributors/acknowledgement: The authors contributed equally in the research work.

REFERENCES

Abdllahi, G.L (2018). Technical and vocational skills acquisition: The need topic for micro small and medium enterprises (MSMES) development in Nigeria, paper presented at ITF 18th national training conference and exhibition, Abuja.

Atsumba, B. N. & Saba, T. M. (2009). Work-skills required for training of secondary school dropouts in Niger State. Nigeria Vocational Journal 13 (1). PP 80 – 89.

Bindir, U.B (2017). Lacking science and technology to enhance innovation for sustainable socio-economics development, presented at ITF 18th National training conference and exhibition Abuja.

Dike, V.E (2017). Vocational education. Making link in Nigeria's development policy. online:http.//www.nig.

Etonyeaku, E. A. C. (2009). Quality assurance for youth empowernment through Business education and entrepreneurship Education for national development.Vocational Journal 13 (1). PP 32 – 37.

Ewuga, D.A (2019). Retention and utilization of technical and vocational teachers as a wary forward for effective skill acquisition presented at ETF 18th national training conference and exhibiton, Abuja.

Federal Republic of Nigeria (2004).NationalPolicy on Education. Lagos: NERD Press.

Igboke, S. A. (2012). Business Education Principle and Methods.Revised edition, 2012.

Kanu, I. N. &Nwosu, B. O. (2008). Introduction to technical and vocational education in Nigeria with implications for meeting international manpower needs. Ph.D dissertation. University of Nigeria, Nsukka. PP 7 – 36.

Ladipo, M.K (2018). Equipping the technical and vocational training laboratories to meet rapidly changing technological skills needs; presented at 18th ETF conference and exhibition Abuja.

Maduka, B.C (2017). Technical and vocational and training: Need for partnership presented at ITF 18th National training conference and exhibition Abuja.

Nwosu, B.O (2017), Beyond entertainment: a reflection of vocational and technical education skills acquisition, university of Nigeria, Nsukka. University of Nigeria press.

Ogazi, N.J. (2018). Strengthening the curriculum of technical and vocational training for efficiency, presented at 18th National training conference and exhibition, Abuja.

Okoro, C.U (2017). The cries in education searchlight magazine second edition 4(2), pp4-6.

Okoro, O. M. (1991). Principles and methods in vocational and technical educations: Enugu and Lagos Nigeria. Able Publisher

Walter, N. T. (2007). Programme planning and development in vocational education. U. S. A. bellers hall. PP 200 – 245.

Wapmuk, L.M.(2018). Technical and vocational skills acquisition: An imperative for Nigeria economic development; presented at ITF 18th national training conference and exhibition.