Perceived Impact of Teachers’ Attitude Towards The Implementation of Technical And Vocational Education In Rivers State, Nigeria

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ABSTRACT
This study investigated perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria. One research question and one hypothesis guided the study. The study adopted the descriptive research design. The population of the study comprised all 155 principals and teachers in the 5 technical and vocational schools in Rivers State, Nigeria. The respondents for the study were 15 principals (5 principals and 10 vice-principals) and 140 teachers. Purposive sampling technique was used for study due to the small size of the population. A self-constructed instrument titled: Teachers’ Attitude in the implementation of Technical and Vocational Education Questionnaire (TATVEQ) was used for data collection. The instrument has 10 items and structured on a four-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The instrument was validated by experts in the Department of Educational Management and Measurement and Evaluation, University of Port Harcourt. The Cronbach alpha reliability estimate was given at 83%. Mean, standard deviation and percentage were used to analyze the research question while t-test statistics was used to test the hypothesis at 0.05 alpha level. Based on the finding, it was concluded that teachers have moderate attitude towards the implementation of technical and vocational education in Rivers State, Nigeria. Therefore, it was then recommended that, the state government should take concrete steps to reinvigorate teachers against all factors that deprive them of optimum job satisfaction. Also, school authorities should encourage teachers by rewarding hard work and productivity amongst them.

Keywords: teacher, attitude, technical and vocational education

INTRODUCTION
Education, from time immemorial, had tailored the development of mankind. It is indisputably the most significant bedrock of all developmental strides witnessed by the society and that is why governments all over the world make deliberate and conscious efforts towards the provision of qualitative education. Any nation that denies her citizens access to qualitative education undoubtedly denies itself progressive development. It is crystal clear that the wealth or poverty of nations depends largely on the kind of education it exposes her citizens to. Investment in technology – oriented education engenders economic growth, development and industrialization. Technical and vocational education is one area of education that is capable of demolishing the mountain of unemployment facing Nigeria today. This it does by providing specialize skills, aptitude and knowledge required for gainful employment. Technical and vocational education equips our youths with employable skills to deal with employment problems, manpower shortages and social ills brought about by bookish system of education. No wonder, Okwuanaso in Batagura (2002) declared technical and vocational education as the breath of life into our nation’s problems of bookish system of education.

The Federal Government of Nigeria’s definition of technical and vocational education as contained in the National Policy on Education (FRN, 2004) defined technical and vocational education as thus:
Technical and vocational education is used as 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 occupation in various sectors of economic and social life (p. 22).

The federal government policy document does not attempt to clearly define vocational education as distinct from technical education, here, one is made to see ‘technical’ and ‘vocational’ education to mean one and the same thing, if not that there are two levels of it; post-primary and post-secondary. A run through of the relevant section of chapter seven (7) of the 2004 NPE document shows that the key concepts were not properly defined.

The terminology in paragraph 41 of the policy document: Pre-technical and vocational education seems to convey elements of ambiquity, since antecedent concepts that would have helped the reader in understanding its status seemed to be ignored. It would have been very helpful if the authors had defined those concepts that naturally follow and lead to proper understanding of the components and conventional categorization of technical and vocational education discipline and programmes. It is important define key concepts in technical and vocational education on policy document such as the National Policy on Education, if such document must serve its targeted readers.

National Policy on Education further sees technical and vocational education as:

a) An integral part of general education;
b) A means of preparing for occupational fields and for effective participation in the world of work;
c) An aspect of lifelong learning and a preparation for responsible citizenship;
d) An instrument for promoting environmentally sound sustainable development;
e) A method of alleviating poverty.

The document goes further to say that the pre-vocational training offered to students at the junior secondary school level are primarily for the purpose of:

a) Introduction into the world of technology and appreciation of technology towards interest arousal and choice of a vocational at the end of junior secondary school and professionalism later in life;
b) Acquiring technical skills;
c) Exposing students to career awareness by exposing usable options in the world of work; and
d) Enabling youths to have an intelligent understanding of the increasing complexity of technology. While post-secondary (tertiary) education is designed to pursue further education in advanced craft/technical programme in institutions

The document goes further to list courses that fall under technical education as follows; agricultural implement and equipment, mechanics work, automobile engineering practice, auto body repair and spray painting, Automobile engineering practice: Auto Electrical work, Automobile engineering practice: Autobody mechanical work, Automobile engineering practice: Autobody building, Automobile engineering practice: part-merchandising, Air-conditioning and refrigeration: mechanics work, mechanical engineering craft practice, welding and fabrication engineering craft practice, foundry craft practice, marine engineering craft, computer craft practice, electrical engineering trades, building trades, wood trades, hospitality, textile trades, printing trades, beauty culture trades, business trades etc.

It has been the intention of government and policy makers that for an educational programme to succeed, affordable professional development opportunities for teachers, with the expectation that involvement in professional development activities would have a positive outcome on teacher’s attitude are provided to equip them for the tasks ahead, as this would improve their knowledge base, teaching practices, and increased student learning and academic performance for the attainment of educational goals and objectives. This explains why teachers’ attitude is paramount to the successful implementation of any educational programme.

Achieng (2012) defines attitude as how one thinks and feels about an act, or towards objectives and ideas. It also describes attitude as positive or negative feelings that one has about object, persons or concepts. He further posits that positive or favourable attitude towards vocational education positively
impact on the learning and performance of students of vocational education. This is due to the fact that individuals are typically biased towards those attitude objects which they evaluate positively and against those evaluated negatively. On his part, Ngogo (2014) defines attitude as the accumulation of information about an object, person, situation or experience which forms an individual’s opinion about or predisposition towards that thing. In their contributions, Elias, Smith & Bamey (2012) viewed attitude as an evaluative judgement, either favourable or unfavourable, that an individual possesses and directs towards some attitude object, which may be abstract or concrete. It is sequel to the above definitions, that Ayeni (2015) concludes that chief executives, principals or school authorities owes it as a duty to modify the attitudes of staff and motivate them appropriately so as to put in their best to achieving educational goals. He therefore, recommends teachers for in-service programmes, workshops or conferences, award for best teachers in various school duties which he sees as great modifier of teachers’ attitudes. It is against this backdrop that the researcher carried out this study to determine the perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria.

Statement of the Problem
Positive and Negative attitude is necessary to achieving good and bad results in any human endeavor. In education, especially in technical and vocational education the story remains the same. It is worthy of note that a well-funded education system without the right caliber teachers with the right attitudes, is like a beautiful car with a flat tyre, you can hardly move anywhere until you change it. Attitude could be seen as once feeling towards something. It could be positive or negative, good or bad, appropriate or inappropriate. This is why teachers’ attitude is the key in the implementation of technical and vocational education in Rivers State, Nigeria. What make a teacher different from another is their attitudes to work. And what make a great teacher different from a normal teacher is also their attitudes. It is against this backdrop that the researcher carried out this study to determine the perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria.

Aim and Objective of the Study
The aim of this study is to determine the perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria. Specifically, the study sought to:
1) investigate the perceived impact of teachers’ attitude in the implementation of technical and vocational Education in Rivers State, Nigeria.

Research Question
This research question guided the study.
1. What is the perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria?

Research Hypothesis
The null hypothesis was tested at 0.05 alpha level.
1. There is no significant difference between school principals and teachers on the attitude of teachers towards the implementation of technical and vocational education in Rivers State, Nigeria.

METHODOLOGY
The study adopted the descriptive research design. The population of the study consists of all 5 technical and vocational secondary schools in Rivers State, Nigeria. The Sample size of the study comprised 15 principals (5 principals and 10 vice-principals) and 140 teachers. A self-designed instrument titled: Teachers’ Attitude towards the implementation of Technical and Vocational Education Questionnaire (TATVEQ) was used for data collection. The instrument has 10 items and structured on a four-point modified Likert scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE) respectively. The instrument was validated by experts in Educational Management and Measurement and Evaluation, University of Port Harcourt. The Cronbach alpha reliability estimate was given at 83%. Mean, standard deviation and percentage were used to analyze the research questions while t-test statistics was used to test the hypotheses at 0.05 alpha level.
RESULTS

Research Question 1: What is the perceived impact of principals and teachers on the attitude of teachers’ attitude towards the implementation of technical and vocational education in Rivers State?

Table 1: Weighted mean scores of school principals and teachers’ on the attitude of teachers towards the implementation of technical and vocational education in Rivers State, Nigeria

<table>
<thead>
<tr>
<th>S/N</th>
<th>Teachers’ Attitude</th>
<th>Principals Mean</th>
<th>Decision</th>
<th>Teachers Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation of lessons</td>
<td>3.00</td>
<td>High Extent</td>
<td>2.90</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>2</td>
<td>Punctuality to school</td>
<td>2.67</td>
<td>Moderate extent</td>
<td>2.70</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>3</td>
<td>Prompt delivery of lessons</td>
<td>2.67</td>
<td>Moderate extent</td>
<td>2.85</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>4</td>
<td>Effective classroom management</td>
<td>2.87</td>
<td>Moderate extent</td>
<td>2.87</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>5</td>
<td>Attention to students’ needs</td>
<td>2.73</td>
<td>Moderate extent</td>
<td>2.78</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>6</td>
<td>Maintenance of discipline</td>
<td>2.60</td>
<td>Moderate extent</td>
<td>2.73</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>7</td>
<td>Proper evaluation of classroom activities</td>
<td>2.86</td>
<td>Moderate extent</td>
<td>2.88</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>8</td>
<td>Prompt marking of scripts and preparation of results</td>
<td>2.40</td>
<td>Low extent</td>
<td>2.48</td>
<td>Low extent</td>
</tr>
<tr>
<td>9</td>
<td>Acceptance of other school responsibilities without complain</td>
<td>2.66</td>
<td>Moderate extent</td>
<td>2.56</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>10</td>
<td>Committed to achieving all school goals by cooperating with the school principal</td>
<td>2.87</td>
<td>Moderate extent</td>
<td>2.97</td>
<td>Moderate extent</td>
</tr>
</tbody>
</table>

Table 1 revealed that the principals and teachers have their grand mean values of 2.73 and 2.67 respectively which is tested at the alpha value of 0.05 used in testing the hypothesis. Consequently the null hypothesis was not rejected. Therefore, there is no significant difference between school principals and teachers on the perceived impact of teachers’ attitude in the implementation of technical and vocational education in Rivers State, Nigeria.

Hypothesis 1

There is no significant difference between school principals and teachers on the perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria.

Table 1: Summary of t-test mean difference between school principals and teachers on the perceived impact of teachers’ attitude towards the implementation of technical and vocational education in Rivers State, Nigeria.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>X</th>
<th>Sd</th>
<th>Df</th>
<th>t-value</th>
<th>2-tail value sig.</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>15</td>
<td>2.73</td>
<td>.33</td>
<td></td>
<td></td>
<td></td>
<td>Not</td>
</tr>
<tr>
<td>Teachers</td>
<td>140</td>
<td>2.67</td>
<td>.20</td>
<td>153</td>
<td>-1.36</td>
<td>0.164</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

p>0.05

Table 1 showed that principals have mean and standard deviation scores of 2.73 and .33 while teachers have mean and standard deviation scores of 2.67 and .20 respectively. With a degree of freedom of 153, the obtained t-value of 1.36 is significant at 0.164 which is tested at the alpha value of 0.05 used in testing the hypothesis. Consequently the null hypothesis was not rejected. Therefore, there is no significant difference between school principals and teachers on the perceived impact of teachers’ attitude in the implementation of technical and vocational education in Rivers State, Nigeria.
DISCUSSION
The result of this survey established that teachers’ attitude in areas of preparation of lessons, punctuality to school, prompt delivery of lessons, effective classroom management, attention to students’ needs, maintenance of discipline, proper evaluation of classroom activities, acceptance of other school responsibilities without complain and committed to achieving all school goals by cooperating with the school principal were all moderate except for prompt marking of scripts and preparation of results that was low towards the implementation of technical and vocational education programmes in Rivers State, Nigeria. This findings was supported by Ayeni (2015) when he concludes that chief executives, principals or school authorities owes it as a duty to modify the attitudes of staff and motivate them appropriately so as to put in their best to achieving educational goals. He therefore, recommends teachers for in-service programmes, workshops or conferences, award for best teachers in various school duties which he sees as great modifier of teachers’ attitudes. Therefore, if people feel dissatisfied with their job in terms of their needs fulfilment, they will become regularly absent from duty. Also, where they choose to stay on the job their input or level of commitment and productivity will be abysmal. This no doubt, will jeopardize the overall objectives of the educational system.

Conclusion
Based on the findings of this study, the researcher concludes that the attitude of teachers towards their responsibilities is moderate. More Positive attitude is therefore required from them for effective implementation of technical and vocational education in Rivers State.

RECOMMENDATIONS
1. The state government should take concrete steps to reinvigorate teachers against all factors that deprive them of optimum job satisfaction.
2. School authorities should encourage teachers by rewarding hard work and productivity amongst them.

REFERENCES