

## **In-Service Vocational Training and Service Delivery of Teachers of Technical Colleges in Ekiti State**

by

**Olanipekun Olubunmi Adebola**

Adult Education and Community Development, Ekiti State University, Ado-Ekiti, Nigeria

Email: [olubunmi.olanipekun@eksu.edu.ng](mailto:olubunmi.olanipekun@eksu.edu.ng)

### **Abstract**

The study examined in-service vocational training and service delivery of teachers of technical colleges in Ekiti State. Specifically, the study examined the relationship between technical workshops and service delivery; technical collaborative activities and service delivery; and higher education programmes and service delivery of teachers of technical colleges. Descriptive survey research design was used for this study. The population consisted of 179 teachers in Technical Colleges in Ekiti State. The sample for the study consisted of 60 teachers drawn from 3 technical colleges in Ekiti State. The sample was selected using multistage sampling procedure. Two self-designed research instruments tagged In-service Vocational Training Questionnaire (IVTQ) and Service Delivery Questionnaire (SDQ) were used to collect relevant data for the study. The face and content validity of the instruments were determined by experts of Test and Measurements. The reliability of the instrument was established through Cronbach Alpha which yielded co-efficient values of 0.78 for IVTQ and 0.71 for SDQ. The responses obtained were analyzed using inferential statistics of Pearson's Product Moment Correlation at 0.05 level of significance. The findings of the study revealed that technical workshops and technical collaborative programme are related to service delivery of teachers while higher education programmes have no relationship with service delivery of teachers. Based on the findings of the study, it was recommended among others that the government should make adequate budget for technical workshops for teachers of technical colleges so as to improve their technical skills which could result in better service delivery.

**Keywords:** In-service Vocational Training, Service Delivery, Teachers, Technical Colleges

### **Introduction:**

The National Policy on Education (Federal Government of Nigeria, 2013) lists seven components of adult and non-formal education; these are functional literacy, remedial continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school settings. Also, the FGN (2013) outlines goals of mass literacy, adult and non-formal education as which shall be to:

- i. Provide functional literacy and continuing education for adults and youths who have not had the advantage of formal education or who did not complete their primary education.
- ii. Provide functional and remedial education for those young people who dropped out of the formal school system.
- iii. Provide education for different categories of completers of the formal education system so as to enhance their basic knowledge and skills.
- iv. Provide in-service on the job, vocational and professional training for various categories of workers and professionals so as to enhance their skills, and
- v. Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

The quest for technical personnel in the present stage of development is extremely important for one strive towards being a self-reliant nation, meaning that, no meaningful development can happen without a conscious effort to develop manpower. Vocational and technical education had been neglected for decades because of the negative perception of those who should project it and nurture it to maturity. This is obvious from their action words as well as they are inaction (David, 2014).

Vocational and Technical Education (VTE) features a vital role in technological advancement of any country. National policy on education (FGN, 2013) outlined the objectives of VTE as follows:

- i. Provision of adequate manpower meant for science and technology, also as commerce at sub-professional grades.
- ii. Supply of technical skills essential for industrial, agricultural, commercial and economic advancement.
- iii. Provision of introductory professional studies in science and engineering, and other technologies.
- iv. Giving of training to improve the essential skills that are needed by the artisans, technical and other trained personnel who are enterprising and self-dependent.
- v. Enablement of young women and men to gain knowledge of the increased complexity in technology.

The strict implementation of this type of education will remain elusive without competent vocational and technical teachers whose service delivery is above average. Service delivery in this study signifies the various ways and manners in which academic staff performs their assigned responsibilities. Owolabi (2010) in Amanchukwu and Ololube (2015) opined that delivering quality service is the key success factor of any institution that desires to stay in business. Quality service deliveries, therefore, is essential and even a sufficient condition for the survival of any institution in Nigeria.

Service delivery, therefore, is one of the most critical tasks facing every nation's educational institutions especially technical colleges. Observations by stakeholders within the education sector point to the fact that staff of technical colleges are not putting in their best in the delivery of their statutory functions. A number of them show low commitment to duties and display laxity in discharging their responsibilities; some are truants, while some are not steady in

school during official hours. When staff fails in their responsibilities, students are affected negatively and goals of technical colleges might not be achieved.

It appears some teachers of technical colleges no longer place great priority on their primary role, which is imparting technical skills. In the aspect of teaching, the researcher observed that some teachers dwell more on the theoretical. It was also observed that some teachers do not use relevant materials for teaching, many do not teach in a stimulating manner while some appear not to have mastery of the subject matter. Teachers of technical colleges are expected to possess sound practical knowledge of their subject areas in order to select appropriate and adequate facts for planning of lessons, improvisation of instructional materials, effective delivery of lessons, proper monitoring and evaluation of students' performance.

The best of theories in education has opined that no educational system could rise above the extent of the standard of its teachers. Technical teachers must be highly trained and acquire enough skills for them to be capable of communicating their skill to others effectively. What is obtained presently is that highly skilled vocational and technical education teachers are snatched by industries, which pay good salaries leaving few ones in the teaching profession that are grossly inadequate. This makes most technical colleges to employ artisans and technicians to teach some sensitive subjects and the result of their product is sometimes unimaginable.

Resulting from the observed decline in service delivery of teachers in technical colleges, one marvels if the decline in service delivery is not a mirrored image of inadequate in-service vocational training. Most teachers of technical colleges have poor training background due to the problems encountered during the training process. The researcher observed that most teachers of technical colleges have never gone for re-training programme in order to stay abreast with the ever-dynamic technological innovation related to vocational education.

This in-service vocational training would have been done through adequate re-training programmes: technical workshops, technical collaborative activities and higher school programmes. Anyone who does not follow the dynamics of technology in this 21st century will be taken unaware. Most unfortunately, the researcher observed that technical teachers do rarely attend such in-service vocational training programmes because of the negative attitude of administrators coupled with government low funding of technical colleges.

Workshops are non-award bearing interactive practical activities in small or large groups where participants are involved in the learning process. Workshops are coordinated by resource persons from within or outside the school and are aimed at refreshing teachers' knowledge, skills and innovations in teaching (Garuba, 2007). Mostly the activities and programme focus on developing and manifesting quality performance by the utilization of modern visual aids, increasing technical skills or knowledge in respect of teaching subject.

Technical collaborative activities involve promoting interaction amongst teachers and other related professionals for the purpose of professional development which yields positive outcomes. Examples include; school partnerships, teacher to teacher collaborative, joint preparation of materials and team building. Higher education courses/program is also an important form of professional development which requires development of skills and knowledge in a higher institution. This could be graduate or postgraduate programmes for the purpose of upgrading.

Adnan (2015) acknowledged that attending workshops regularly influenced teachers' service delivery. Suci and Mata (2011) also concluded that teachers' participation in workshop influenced their productivity and service delivery. Ali & Mina (2016) found a positive relationship between teachers' participation in practical collaborative activities and service

delivery. In view of the above, the study investigated in-service vocational training and service delivery of teachers of technical colleges in Ekiti State.

### **Purpose of the Study:**

The purpose of the study was to examine in-service vocational training and service delivery of teachers of technical colleges in Ekiti State. Specifically, the study examined:

- i. the relationship between technical workshops and service delivery of teachers of technical colleges;
- ii. the relationship between technical collaborative activities and service delivery of teachers of technical colleges; and
- iii. the relationship between higher education programmes and service delivery of teachers of technical colleges

### **Research Hypotheses:**

The following hypotheses were formulated to guide the study:

1. There is no significant relationship between technical workshops and service delivery of teachers of technical colleges in Ekiti State.
2. There is no significant relationship between technical collaborative activities and service delivery of teachers of technical colleges in Ekiti State.
3. There is no significant relationship between higher education programmes and service delivery of teachers of technical colleges in Ekiti State

### **Methodology:**

The descriptive research of the survey type was adopted in this study. The population for this study consisted of 179 teachers in Technical Colleges in Ekiti State. The sample for the study consisted of 60 teachers of technical colleges drawn from 3 technical colleges in Ekiti State. The sample was selected using multistage sampling procedure.

Two instruments tagged In-service Vocational Training Questionnaire (IVTQ) and Service Delivery Questionnaire (SDQ) were used to collect relevant data for the study. The IVTQ was administered on selected teachers of the sampled technical colleges while the Head of Department of each sampled teacher assessed the service delivery of each sampled teachers. In-service Vocational Training Questionnaire (IVTQ) consisted of two sections namely Section A and B. *Section A* sought for demographic information about the respondents while *Section B* consisted of 15 items to elicit information on level of in-service vocational training. Likert 4-point rating scale was used for both instruments as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

Service Delivery Questionnaire (SDQ) is also of three sections namely Section A, B and C. *Section A* of SDQ sought for bio – data of the Head of Departments that will assess the teachers. *Section B* sought for the bio-data of the teacher to be assessed while *Section C* consists of 20 items measuring service delivery of the assessed teachers. Likert 4-point rating scale was adapted and used as follows: Excellent (E), Good (G), Fair (F) and Poor (P).

The instruments for the study were validated by experts in the area of Tests and Measurement. The experts determined its face and content to ensure the appropriateness of the instruments in measuring what they are supposed to measure. The reliability of IVTQ and SDQ was determined by finding the internal consistency of the instruments. Cronbach Alpha statistics formula was used to establish the reliability coefficient of 0.78 for IVTQ and 0.71 for SDQ.

The researcher personally visited each of the technical colleges sampled to administer the instrument. The data collected through the instruments were analyzed using inferential statistics. All hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance.

## Results:

**Hypothesis 1:** There is no significant relationship between technical workshops and service delivery of teachers of technical colleges in Ekiti State.

In testing this hypothesis, data on level of technical workshops were collected from the responses of the respondents to items under Section B of IVTQ (item 1 – 5) in the questionnaire. Data on service delivery were collected from Section B of SDQ (item 1 – 20). Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 1

**Table 1: Relationship between technical workshops and service delivery of teachers of technical colleges**

Variables	N	Mean	Stand Dev	r-cal	P
Technical Workshops	60	11.81	0.78	0.812*	0.000
Service Delivery	60	51.37	3.02		

\*P<0.05

Table 1 showed that the r-cal value of 0.812 is significant because the p-value (0.000) is less than 0.05 level of significance i.e.  $0.000 < 0.05$ . The null hypothesis is rejected. This implies that there is significant relationship between technical workshops and service delivery of teachers of technical colleges in Ekiti State. Hence, technical workshops are highly related to service delivery of teachers in technical colleges.

**Hypothesis 2:** There is no significant relationship between technical collaborative activities and service delivery of teachers of technical colleges in Ekiti State.

In testing this hypothesis, data on level of technical collaborative activities were collected from the responses of the respondents to items under Section B of IVTQ (item 6 – 10) in the questionnaire. Data on service delivery were collected from Section B of SDQ (item 1 – 20). Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 2

**Table 2: Relationship between technical collaborative activities and service delivery of teachers of technical colleges**

Variables	N	Mean	Stand Dev	r-cal	P
Technical Collaborative Activities	60	10.04	0.61	0.519*	0.000
Service Delivery	60	51.37	3.02		

\*P<0.05

Table 2 showed that the r-cal value of 0.519 is significant because the p-value (0.000) is less than 0.05 level of significance i.e.  $0.000 < 0.05$ . The null hypothesis is rejected. This implies that there is significant relationship between technical collaborative activities and service delivery of teachers of technical colleges in Ekiti State. Hence, technical collaborative activities are moderately related to service delivery of teachers in technical colleges.

**Hypothesis 3:** There is no significant relationship between higher education programmes and service delivery of teachers of technical colleges in Ekiti State.

In testing this hypothesis, data on level of higher education programmes were collected from the responses of the respondents to items under Section B of IVTQ (item 11 – 15) in the questionnaire. Data on service delivery were collected from Section B of SDQ (item 1 – 20). Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in table 3.

**Table 3: Relationship between higher education programmes and service delivery of teachers of technical colleges**

Variables	N	Mean	Stand Dev	r-cal	P
Higher Education Programmes	60	16.47	1.01	0.108	0.337
Service Delivery	60	51.37	3.02		

P>0.05

Table 3 showed that the r-cal value of 0.108 is not significant because the p-value (0.337) is greater than 0.05 level of significance i.e.  $0.337 > 0.05$ . The null hypothesis is rejected. This implies that there is no significant relationship between higher education programmes and service delivery of teachers of technical colleges in Ekiti State.

### Discussion:

The study revealed that there was significant relationship between technical workshops and service delivery of teachers of technical colleges in Ekiti State. The reason for this finding might not be far-fetched because teachers who attend workshops gain experiences that help in enhancing practical skills and results in improvement of service delivery in the classroom. Building teacher capacity through workshops has also been considered strong way of promoting the goals of adult education. This finding is in consonance with Adnan (2015) and Walter and

Briggs (2012) who reported a direct significant relationship between attending workshops and service delivery.

The study also revealed that there was significant relationship between technical collaborative activities and service delivery of teachers of technical colleges in Ekiti State. The reason for this finding might be because collaborative activities promote interaction amongst teachers and other related professionals for the purpose of skills development which yields positive outcomes. This finding is in line with the result of Ali and Mina (2016) and Garuba (2007) who found a positive relationship between teachers' participation in practical collaborative development programmes and service delivery.

However, the study revealed that there was no significant relationship between higher education programmes and service delivery of teachers of technical colleges in Ekiti State. The reason for this finding might be because of the theoretical knowledge without practical skills acquired from most of our tertiary institutions. The finding contradicted the contention of Canggungco and Yumul (2005) who concluded that teachers' attendance in higher education programme boost productivity and service delivery.

### **Conclusion:**

Sequel to the findings of this study, it was concluded that technical workshops and technical collaborative programmes are related to service delivery of teachers in technical colleges. This implies that when staff are exposed to technical workshops and technical collaborative programmes, it will influence their productivity and performance at work thereby ensuring better service delivery. However, the study concluded that exposure to higher education programme is not related to service delivery and this implies that higher education programme has nothing to do with service delivery of teachers in technical colleges.

### **Recommendations:**

Based on the findings of this study, the following recommendations were made:

- i. There is the need for regular in-service vocational training for teachers of technical colleges to upgrade their skills. Periodical industrial training for teacher is a sine-qua-non in other to keep them abreast with the present technological changes
- ii. The government should make adequate budget for technical workshops for teachers of technical colleges so as to improve their technical skills which could result in better service delivery.
- iii. Teachers of technical colleges should work as a team and collaborate together to share ideas and new knowledge of solving problems associated with technical and vocational education

### **References**

Adnan, H. (2015). Contribution of workshops on competence and service delivery. *International Journal of Education*, 12(1), 78 – 86

- Ali, J.N. & Mina, H. (2016). The important role of professional development on teachers' service. *International Journal of Foreign Language Teaching & Research*, 4(2), 18 – 26
- Amanchukwu, R. N. and Ololube, N. P. (2015). Managing School Plant for Effective Service Delivery in Public Secondary Schools in Rivers State of Nigeria. *Journal of Human Resource Management Research*. 5(4): 95-102.
- Cangcungco, B.M. M. and Yumul, W.R. L. (2005). Professional development and staff productivity in technical schools. *International Journal of Curriculum Studies*, 6(2), 342 – 351
- David, S. (2014). An overview of vocational and technical education in Nigeria under secondary school education system. *International Journal of Technology Enhancements and Emerging Engineering Research*, 2(6), 119 - 122
- Federal Republic of Nigeria (2013). *National Policy on Education*. (6th Edition). Yaba, Lagos: Nigeria: NERDC Press.
- Garuba, A. (2007). Continuing Professional Development Environment for Teachers: Models, Institutions and Concerns. *Nigerian Journal of Professional Teachers*, 1(4), 146-166.
- Suciu, A.I. & Mata, L. (2011). In-service Programmes: The key to efficient education. *International Journal of Educational Sciences*, 3(2), 411 – 423
- Walter, C., & Briggs, J., (2012). *What Professional Development makes the most difference to teachers?* Department of Education. University of Oxford. [www.education.ox.ac.uk/wordpress/wpcontent/uploads/2010/07/walterbriggs-2012-pdf](http://www.education.ox.ac.uk/wordpress/wpcontent/uploads/2010/07/walterbriggs-2012-pdf) (On line) Retrieved 7.12.2019