THE INFLUENCE OF TEACHING APPROACHES AMONG TECHNICAL AND VOCATIONAL EDUCATION TEACHERS TOWARDS ACQUISITION OF EMPLOYABILITY SKILLS IN KANO STATE-NIGERIA

Ali Idris*

Muhammad Rashid Rajuddin**

Abstract:

The study examine the influence of teaching approaches towards the teaching of employability skills in technical and vocational schools in Kano State of Nigeria. Two hundred and twenty (220) technical teachers in post-primary schools were used as the respondents for the study. The teaching methods employed for this study were: Problem Based Method, Context Based Method, Student Centred Method, Demonstration Method, Project Based Method, Lecture Method, Tutorial and Seminars, Fieldwork and Computer Based Method. The findings revealed that, Problem Based Method, Context Based Method, Student Centred Method, Demonstration Method, Lecture Method and Computer Based teaching methods were significant predictors of employability skills among students of technical schools. No significant difference was found in all the teaching approaches among the schools under the study.

Keywords: Education, Employability Skills,Teaching Approaches, Technical and Vocational Education, Technical Schools.

*Department of Technical and Engineering Education, University Teknologi Malaysia, Skudai, Johor, MALAYSIA.

Department of Science and Technology Education, Bayero University Kano, Gwarzo Road, Kano-Nigeria

**Department of Technical and Engineering EducationUniversityTeknologi Malaysia, Skudai, Johor, MALAYSIA

1.0 Introduction

Education is described as the total life experience acquired by individuals in order to be molded and suit to different environment and appreciate from living in the global world (Babafemi, 2007). This gives opportunity for individuals to raise and build a better society individually and collectively. It is on this note that, the development and prosperity of any nation depends on the quality of its education received by its citizens. Developed countries that excelled in terms of economy, industry and other aspect of developments have demonstrated excellence in their system of education. After the Nigeria's independence in 1960, educationist in the country were obliged to re-examine the entire educational system inherited by the colonial masters in terms of general content and its relevance to our society, the objectives and methods of implementation, administration procedures, etcetera. However, the use of irrelevant teaching techniques has been in practice in the Nigeria's education system which is directed towards rote learning. These approaches are currently the dominant teaching method employed in technical schools all over the country due to the inadequacy of teaching materials (Oduolowu, 2007). For educational system that adopt such type of methods, will dampen the creativity spirit of the students as well as decision making and problem solving ability. Teaching approaches that will make students to be tolerant, cooperative, to have self-expression and self-reliant is highly recommended for the teaching of skilled subjects. The teaching and learning methods should be aimed at the needs of the child and should also made possible for the child to understand the subject matter very well. Teachers should know that, the main idea of teaching is not to quantify how much can be remembered by student but should be how the student understand the phenomenon, should also be able to deduce meaning from what the student understands as well as making meaning and applying the knowledge for the benefit of mankind (Ajibola, 2008).

1.1 Employability skills

Selecting appropriate teaching method for the teaching of employabilityskills in highly significant towards the training of students of technical and vocational education in Nigeria. The skill is described as non-technical skills competence that is required by employers which contributed immensely towards participation in the workplace. Though, the concept is not new but it has taken a new dimension towards emphasis being made from the industry. The skills comprises of eight components vis-à-vis Problem Solving, Communication, Planning and

Organizing, Learning & Technology, Self-management, Initiative and Enterprise, as well as Team work.This type of skills that is presently required by the employers has replaced the main competencies and has also reflected the past changing world of work in a well expanded range of skills. The introduction of employability skills by the employers has provided a lot of chances for trainers, trainees and those who are responsible in assessing such skills to equally develop their existing techniques and practices in order to assess and deliver the 'transferable', 'generic' or 'soft' skills (Clarke, 2007). Employability skills are referred to the basic skills and capabilities that are needed from an individual to enable him get, operate and function in any job. They are complementary to technical skills that are required for a particular job. The skills become an integral part of the career and technical curriculum by engaging students in project- and inquiry-based learning, internships, school-based enterprises, and career and technical student organization activities. This is done by working directly with business and industry to design the curricula and projects used in classrooms, and by offering students at the secondary and postsecondary levels the opportunity to gain industry-based certifications and/or dual credit in a wide range of career fields such as engineering, computer science, health care, and business management (Down, 2012).

Dar-Chin, Shao-Tsu& Ming-Hua (2006) postulated that, in adopting and designing curricula and suitable teaching approaches, the following points need to be considered:

i. Vivid teaching materials: the teaching material should enhance the development of students ability in the area of information dissemination, critical thinking, innovative and knowledge application.

ii. Diversified teaching approaches: there should a proper selection and adaptation of various teaching approaches that will suit the content of the program so as to carter for the needs of the businesses in the current world economy.

1.2 Research Objectives

The main objective of this research is as follows:

1. To examine the influence teaching approaches on employability skills by the teachers on technical and vocational education students.

2. To determine whether teaching approaches differ among the schools.

1.3 Research Questions

1- Do the teaching approaches influence employability skills among students?

2- Do the teaching approaches differ among the teachers in schools?

1.4 Research Methodology

A survey researchwasconducted on all the trade teachers in technical colleges as well as some technical teachers of secondary schools in Kano State of Nigeria. Two hundred and twenty (220) teachers constituted the sample of the study from various technical fields. A structured questionnaire was adapted by the researcher that was duly validated in terms of content by four experts. The reliability coefficient was sought using Cronbach's Alpha which yielded the result of 0.944. The instrument consisted of 51 items on a five point scale of Very High Importance (5), High Importance (4), Moderate Importance (3), Low Importance (2) and Very Low Importance (1).In analyzing the results of the study, independent t-test and regression analysis was conducted using SPSS version 17.0.

1.5Results and Discussions

From the foregoing results of this study, employability skills are complementary to technical skills that are required for a particular job.

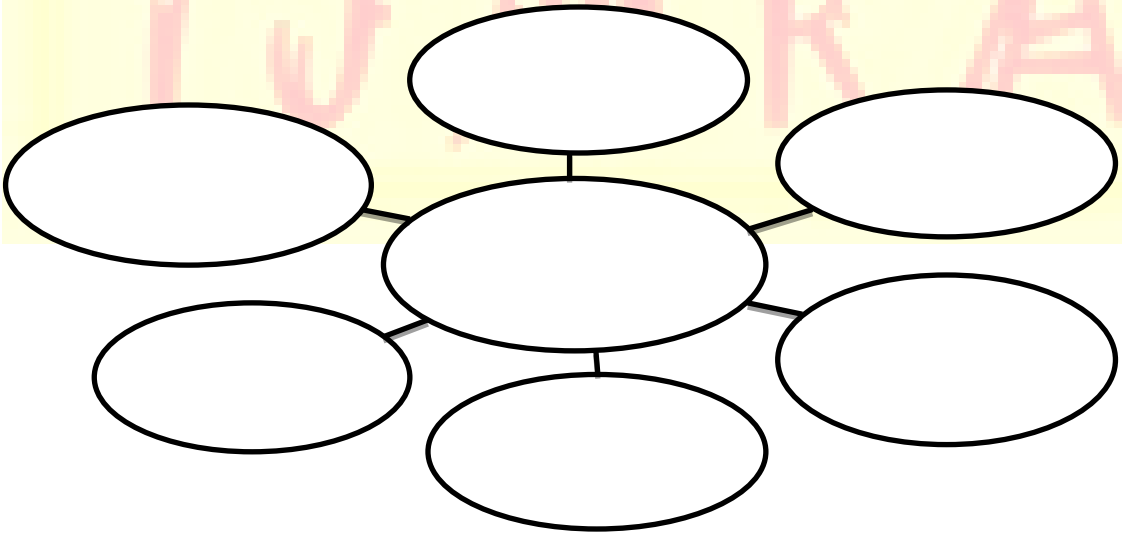

Figure 1: Teaching Approaches towards Employability Skills

The findings of this study presented in Figure 1 revealed that, Problem based, context based, students centred, demonstration, lecture and computer based are most suitable for the teaching of employability skills in technical and vocational institutions. Though, not much research was done in this area in Nigeria, hence, Zaharim, Yusoff,Omar,Mohamed and Muhamad (2009) described the obvious need of graduates of technical and vocational education to acquire such skills for them to effectively fit in into the modern industries. Therefore, suggested the use of suitable teaching methods in order to develop and enhance the employability skills of the students worldwide. Wye and Lim (2009) also supported the importance of having equipped graduates with appropriate generic skills and personal qualities for employment through the efforts of adequate and proper teaching methods in concerted efforts with the industries, academics as well as students themselves.

Table 1

Multiple Regressions for the Influence of Teaching Approaches on Employability skills

Predictor Variable	**B**	**SEB**	**β**	**t**	**R^2**	**Adjusted R^2**	**p**
Problem based method	.128	.030	.218	4.224	.646	.29915	.000
Context based Method	.188	.032	.301	5.840	.646	.29915	.000
Studentcentred method	.173	.035	.264	4.941	.646	.29915	.000
Demonstration method	-.054	.027	-.125	-1.973	.646	.29915	.050
Project Based Method	.003	.034	.006	.083	.646	.29915	.934
Lecture method	.095	.035	.146	2.725	.646	.29915	.007
Tutorial and seminars	-.038	.028	-.099	-1.368	.646	.29915	.173
Fieldwork	-.018	.038	-.031	-.466	.646	.29915	.642
Computer Based Method	.130	.029	.305	4.468	.646	.29915	.000

B = unstandardized beta coefficient, SE B =standard error, β= standardized beta coefficient, R (multiple regression coefficient) = .813, t= t-test statistics, p= significant value

Table 1 reveals a significant model for the predictor of employability skills among the teaching with a multiple regression coefficient of .81, [F (9,208) = 45.019, P < .05; adjusted R^2 = .646]. However, the table shows that problem based, context based, Studentcentred, demonstration, lecture and computer based teaching methods were significant predictors of employability skills among students.

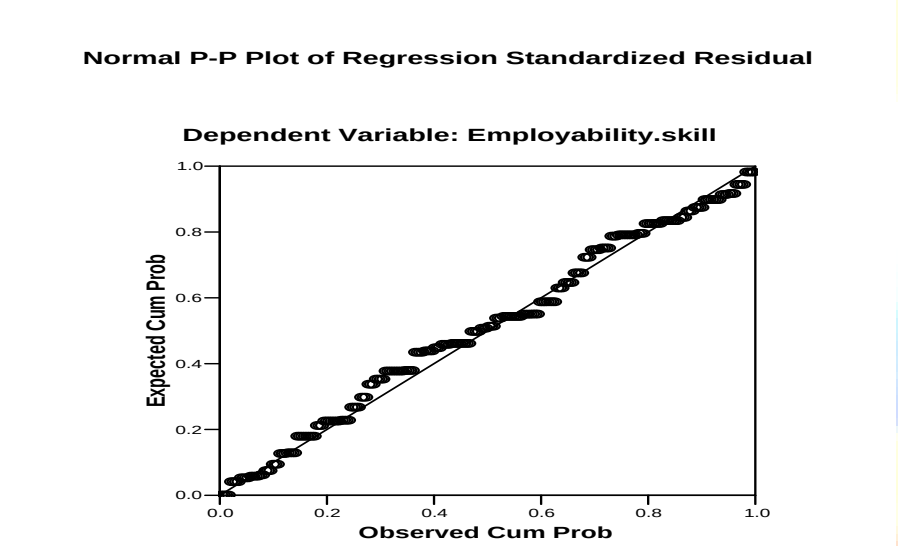

Figure 1: Normal P-P Plot of Regression Standardized Residual on Employability Skills

The graph indicates the normal distribution of the data. It depicts that there is fairly normal distribution as the dots lie very close to the diagonals. The diagram in figure 1 shows a very strong correlation between employability skills and teaching methods, therefore this indicates that one of the requirements has been satisfied.

Table 2

Descriptive Statistics for the Differences in Teaching Approaches among Schools

Teaching Methods	**Type of school**	N	Mean	Std. Deviation	Std. Error Mean
Problem based method	Technical College	49	3.9796	.80337	.11477

	Secondary School	171	3.7929	.86517	.06655
Context based method	Technical College	49	4.0816	.75930	.10847
	Secondary School	171	4.3333	3.33784	.25525
Studentcentred method	Technical College	49	4.0816	.75930	.10847
	Secondary School	171	4.0760	.76701	.05865
Demonstration method	Technical College	49	4.0476	.61237	.08748
	Secondary School	171	4.1267	1.74826	.13369
Project based method	Technical College	49	4.1429	1.00000	.14286
	Secondary School	171	3.9825	1.03170	.07890
Lecture method	Technical College	49	3.1633	1.23063	.17580
	Secondary School	171	3.0526	1.13895	.08710
Tutorial and seminars	Technical College	49	3.2653	1.33503	.19072
	Secondary School	171	3.0877	1.30087	.09948
Fieldwork	Technical College	49	4.1224	.83248	.11893
	Secondary School	171	4.0234	.88086	.06736
Computer Based Method	Technical College	49	3.8776	1.18379	.16911
	Secondary School	171	3.7076	1.17669	.08998

Table 2 shows the descriptive statistics for the differences in teaching approaches among schools. The results show that no significant difference found between the schools in teaching approaches. Problem based method (m = 3.97 and 3.79; SD = .80 and .86), context based method (m = 4.08 and 4.33; SD = .75 and 3.33); Studentcentred method (m =4.08 and 4.07; SD = .75 and .76), demonstration method (m =4.04 and 4.12; SD = .61 and 1.74), project based method (m =4.14 and 3.98; SD =1.00 and 1.03), lecture method (m =3.16 and 3.05; SD =1.23 and 1.13),

tutorial and seminars (m =3.26 and 3.08; SD =1.33 and 1.30), fieldwork (m =4.12 and 4.02; SD =.83 and .88) and computer based method (m = 3.87 and 3.70; SD =1.18 and 1.17).

From the analysis presented in Table 2, the results of the study shows the descriptive statistics for the differences in teaching methods (problem based, context based, students centred, demonstration, project based, lecture based, tutorials and seminars, field work as well as computer based) among the schools , no significant difference was found among the schools in terms of the influence of teaching approaches for the training of technical and vocational students in the area of employability skills. The researcher believed that, teachers from both technical colleges and the secondary schools in Kano state have a common perception in all the teaching approaches. Although, the schools are at different locations in the state and the teachers have different educational background, they still share common taught on the teaching approaches in the field of technical and vocational education. This indicates that, for students to acquire the necessary knowledge and skills in the mentioned area there is need for the teachers to give much attention on the approaches that were listed as can be seen from the means in the table which are very high in terms of the ratings.

1.6 Conclusion

The study shows the influence various types of teaching methods that could be adopted by the teachers towards the acquisition of employability skills in technical and vocational education in Kano state of Nigeria.Though, researchers in Nigeria have not given much attention in the area of employability skills, the researcher found it very important to view this aspect as part of the current study in which the present knowledge-based economy in the world recognizes in all aspect of the industry. Therefore, teachers of technical and vocational education programs should use various teaching methods as suggested from this study towards imparting the necessary knowledge and skills to the students for them to effectively compete in the global market. The students should also be encouraged to utilize the various teaching methods used by the teachers in order to evolve with different ways of learning styles for better understanding of the subject matter in their various institutions of learning.

1.7 References

Ajibola, M. A. (2008). Innovations and curriculum implementation for basic education in Nigeria: Policy priorities and Challenges of practices and implementation. *Research Journal of international studies*, 8(5), 51-58.

Babafemi, T. O. A. (2007). An assessment of the implementation of the 6-3-3-4 system of education in Nigeria: a case study of Ilorin, Kwara State. Availabeat:www.unilorin.edu.ng/journals/education/ije/june1999.

Clarke, J.B. (2007). Employability Skills and the BSB07 Business Service Training Package.Innovation and Business Skills Australia.First edition, P1.

Dar-Chin, R., Shao-Tsu., Ping, L.and Ming-Hua (2006). Development and Teaching Approaches of Technical and Vocational Education Curricula. *9th International Conference on Engineering Education*.23 – 28 July. San Juan, PR.

Down, C. M. (2012).Employability Skills: Revisiting the Key Competencies or a new way forward?Retrieved on 16th June, 2012. Available:http://www.docstoc.com/docs/52545372/Employability-Skills Revisiting-the-Key-Competencies-or-a-new.

Oduolowu, E. A. (2007). A Comparison of the Universal Basic Education (UBE) programme in Nigeria and the Grundskola of Sweden.*Essays in Education, 20*, 90-93.

Wye, C-K and Lim, Y-M.(2009). Perception Differential between Employers and Undergraduates on the Importance of Employability Skills.*International Education Studies,* 2,(1),95-105.

Zaharim, A., Yusoff, M.Y., Omar, M.Z., Mohamed, A., and Muhamad, N. (2009). Engineering Employability Skills Required By Employers In Asia. Proceedings of the 6th WSEAS International Conference on ENGINEERING EDUCATION. Wisconsin, USA.