

ASSESSMENT OF STUDENTS' INTEREST AND ACADEMIC PERFORMANCE ON VOCATIONAL STUDIES IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN IFE SOUTH LOCAL GOVERNMENT AREA, OSUN STATE, NIGERIA.

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Abstract

The study assessed students' interest and academic performance on vocational studies in public and private secondary schools in Ife South Local Government Area of Osun State. Two research questions and one hypothesis were raised for the study and analyzed using weighted mean average and t-test. The study population consisted of two hundred and fifty students (250). The research design used was a descriptive survey and the instrument used was questionnaire for data collection. Findings reveal that vocational subjects help individual to be self-reliant. The following recommendations were made by the researcher; Government should establish vocational schools that are well equipped with adequate trainers and good facilities; both student and teachers of vocational subjects should be encouraged through sensitization to embrace vocational education.

Introduction

Education is the act of imparting or acquiring general knowledge, developing the power of reasoning and judgment and general or preparing oneself or others intellectually for mature life. Education has remained a potent factor in the development of any nation in terms of her human and national resources (Ezembu, 2011). Education whether formal or informal is meant to encourage the wholesome development of all the power of our being, prepare us for happy and useful living and for acceptance by the societies into which we are born or in which we are brought up

(Ajagbe, 2006). Vocational education were those designed to develop skills, abilities, understanding, attitude, work habit that encompassed knowledge and information needed by all workers to enter and make progress in their different area of specialization.

. Due to the total neglect, Vocational studies suffered a major setback in term of quality, policy direction in Nigeria due to the total neglect. It was after the oil boom era 1970s that it dawned on the nation that there was acute scarcity of skilled manpower. From the foregoing, we need vocational education for our

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personal satisfaction and for services of the nation.

Vocational education which seeks to help the students, individual acquired specific mechanical and manipulative skills required in industrial arts or applied science (Osuala,1999). In 1974, vocational subjects were integrated into the curriculum of Nigeria educational system called 6-3-3-4 by the Minister of Education, Professor BabatundeFafunwa. This policy of education is to generate self-employment opportunities to the citizen of this nation in respective of their educational background. Among other innovations, the system provided for pre-vocational subjects offering at the junior and senior secondary schools respectively. For the first time in the history of education in Nigeria, vocational subjects were compulsory as a matter of national policy to be offered side-by-side at technical schools. The National Policy on Education (2004) stated the goals and objectives of Vocational and Technical Education as follows:

- To providetrained manpower in applied science, technology and commerce particularly at sub-professional grades.
- To provide technical knowledge and vocational skill necessary for agriculture, industries and economic development.
- To give training and impact the necessary skills leading to the production for craft-man, technicians and other skilled personnel who will be enterprising and self-reliant.
- To enables our young men and women to have intelligent understanding of the increasing complexity of technology.

- To give an introduction to professional studies in engineering and other technologies. Peter and William (1999) asserted that, the area of specialization can be carved out or classifiedinto various vocational subjects in secondary schools which includes as follows: Agriculture, Home Economics, Business Studies and Mechanics, Creative Arts etc. Vocational education is a unique and dynamic field of study that brought improvement into the lives of individuals, fields of study that draws knowledge from many disciplines including science and humanities in order tofulfill its objectives and goals(Manfred and Jenifer, 2000). Vocational subject is required to equip the learner with the knowledge of skill and attitude necessary for effective management of the home, society and the nation at large (Olaitan, 2000). Federal government wanted vocational education to occupy a prominent position in our secondary schools. Nigerian schools pay little attention to vocationalstudies; teachers and students seem not to understand what it is all about and develop some contempt and dislikes for the subjects. Many of the occupation and trades are regarded as ignoble and unrealizable. An average Nigerian parent does not want his child to earn a living as an apprentice of vocational skill based such as farmer, a watch repairer, a plumber, a house painter; they perceived that such jobs were for the poor and underprivileged (Osuala, 2007)

The occupational status of the parents affect the seriousness of the students in chosen subjects offered in their secondary schools, they preferred their ward toward science, want their

ward to become doctors, engineers e.t.c without considering if the child would actually be excelled there. The influence of parents in the development of students' interest in vocational subjects cannot be over emphasized; this is because parents seem to have much influence on children's choice of educational career. The socio-economic status of parent of a child determines the types of career one choose to do, some parent have biased and rigid thoughts regarding the occupational choices of a child/children. Parents forgot that every discipline of man likelihood, it is beneficial to the individual, society which is worthy and noble. (Olaitan, 2007). The skill that teacher exhibit in teaching influences the students enrolment in vocational subjects. The method of approach used in teaching and learning is another factors, and the way the teacher presents the subject matter to the learners determine whether students we show interest or dislike a subject. (Amoor, 2011) pointed out that there is need for blending theoretical and practical work in teaching of vocational subjects so as to stimulate students' interest..

According to Osuala (2006) vocational education is the acquisition of basic skills, which enable an individual to be gainfully employed in any sectors of the economy. For any country to obtain any level of development, vocational studies must be put into consideration. Before the arrival of missionary, vocational training had started at home, children helping their mothers to cook, boys help their father at farm.

Statement of the Problem

Vocational Studies has been known as a veritable discipline for the attainment of self-reliance. The various skills acquisition centered on how to produce manpower and skill-based human resources for the development of the industrial sectors. Also, it enable the students acquire skills, abilities essential for independent life meet up with personal and family needs more especially in this current economic menace. And it has been ascertained that vocational skill personnel were not adequate to meet the needs, but government now established more public secondary schools and technical colleges available in Nigeria for the above purposes. Vocational subjects ought to attract many students because of its laudable importance but reverse had been the case. It may be due to people's perception that it does not require specialized kind of training. These problems call the attention of the researcher to assess the level of academic performance of students and their interest on vocational studies in public and private school in Ife South Local Government Area of Osun State, Nigeria.

Purpose of the Study

The purpose of this study is to determine the assessment of poor performance of students in vocational studies in public and private secondary schools in Ife South Local Government Headquarter of Osun State. Specifically, the study will determine whether:

a. Teachers' qualification and students' interest affect their performance in vocational subjects.

b. Socio-economic status of parents has an influence on the students' choice of vocational career.

Research Questions

The following research questions and were raised to guide the study:

- To what extent do qualifications of teachers and students' interest affect their performance in vocational studies?
- How socio-economic status of parents has an influence on the students academic performance of vocational studies?

Research hypothesis

One hypothesis was formulated to guide the study:

- There is no significant difference between socio-economic status and student's performances in vocational studies.

Method

The design of this study was a survey research design aimed to assess students' interest and academic performance in vocational studies in public and private secondary schools Ife South Local Government Area, Osun State. The population of this study consists of all 350 JSS3 students of public and private secondary schools in Ife South Local Government Area, State. The purposive sampling technique was used in selecting 250 out of 350 vocational students as a sample of study. Structural questionnaire on qualification of teachers on students' academic performance of vocational studies (QTSPVS) and socio-economic status on students'

academic performance (SESSAP) was developed by the researchers and used for the collection of data. The instrument was validated by the two experts in department of vocational and technical education in University of Benin, Benin City.

All corrections of some items were taken care of before the final version was produced. The split-half reliability coefficient for QTSPVS and SESSAP were 0.76 and 0.78 respectively. Based on these values, the two instruments were found to be highly reliable. The instruments were administered to the students and teachers with the assistance of researcher fellow in their respective schools and were collected back on the same day. The weighted average means and the t-test was used to analyze the data. Any mean response of 2.5 and above was accepted while mean below 2.5 was rejected. This formed the basis of making inferences on each of the item.

Answer to the Research Questions

Research questions 1: To what extent does qualification of teachers and students' interest affect their performance in vocational studies?

Table 1: Mean responses on the qualification of teacher and students' interest affect their performance in vocational studies.

S/N	Items	Mean	Std. D
1	Teachers gained enough skills from a preparatory programme to teach their subjects	2.97	.82
2	Student's achievement depends on teacher's knowledge of subject matter.	3.16	1.14
3	Students stand the danger of being misinformed or misled by a teacher with little knowledge about subject matter.	3.09	1.03
4	My teacher skips certain topics in the syllabus due to their inability to teach.	2.54	1.04
5	Student taught by professional and experienced teacher have better understanding of subject matter.	3.05	.00
6	Student success depends on good and quality teachers.	3.11	.98
7	I understand the concept of vocational subjects when taught by qualified teachers.	3.08	1.00
8	Teachers in vocational studies teach me better than untrained teachers	3.09	1.01
9	Student achievement in vocational studies is directly related to their teacher's competence in vocational subjects.	3.16	1.19
10	Academic with professional qualification of teachers helps in effective instruction on vocational subjects,	3.01	1.04
Weighted Average		3.02	

From the above table which shows that item 1-10 was accepted by the responses of the respondents. The weighted mean are above 2.5 which implies that teachers qualification affect the performance of the students in vocational studies.

Research question 2: How socio-economic status of parents has influence on the academic performance of student's on vocational studies?

Table 2: Mean responses on socio-economic status of parents on the academic performance of students on vocational?

S/N	Items	Mean	Std. D
1	Financial security and a good quality of life is a pressing need of students in choosing vocational career.	3.08	.20
2	I am always sent from school because my parents could not afford my schools fees.	2.15	.48
3	I skip school to assist my parent work	1.99	.49
4	I am provide with recommended vocational textbooks and other materials by my parents	2.97	.54
5	My parents give me pocket money while going to school	3.01	.54
6	I usually attend extra vocational training like learning computer	3.01	.45
7	My parent have negative attitude towards vocational studies	1.94	.52
8	Educational status of parents affect career choice of students	2.48	.58
9	I normally trek to school everyday	2.19	.62
10	My parent sees vocational studies as subject for the poor and less privilege	1.92	.62
Weighted Average		2.43	

From the above table, it was revealed that, 4 items was accepted out 10 items by the responses of the respondents and the weighted mean are below the value of 2.5 which implies that socio-economic status of parents has an influence on the academic performance of students on vocational studies.

Analysis of Hypothesis

Hypothesis 1: There is no significant difference between socio-economic status and student's performance in vocational studies.

Table 3

Variable	N	Mean	Std. Deviation	Df	t-cal. val	t-crit. val	Remark
Socio Status	160	25.82	5.532	248	17.20	1.96	Significant
Academic performance	90	14.81	3.405				

Table 3 shows that t-test calculated value of 17.20 is greater than the critical t- test value of 1.96 at 0.05 level of significance which implies that, there is a significance difference between socio-economy status and students performance in vocational studies.

Discussion of Findings

The result of the research question 1 shows that qualification of teachers has an effect on student performance in vocational studies. This finding support the opinion of Manfred and Jennifer (2004) that vocational education will be achieved as the instructor applied the skills and knowledge acquired to teach. This implies that, teacher cannot teach what they do not know. This outcome supported the work of Adeola and Bolarinwa (2011) that teachers have a positive attitude and keen interest toward entrepreneurship education. The finding of the research question 2 shows that socio-economic status of parents have an influence on the choice of vocational career. Olaitan (2007) agreed with the result outcome that, parents have more influence on their ward in respective of the opinion of their children. In line with the finding, Anbrar, Baloch and Ghouri (2010) reported that the socio-economic status and the attitude of the parents of a child determines the type of career one choose to do, some parent have biased and rigid thoughts regarding the occupational choice of a child.

Conclusion and Recommendations

This study assessed the level of students' interest and academic performance on vocational studies in public and private school in Ife South Local Government Area of Osun

State, Nigeria. It is concluded that teacher attitude, qualification and socio-economic status of the parents is to enhance good performance of the students in their various schools. The following recommendations were offered:

- Students should be encouraged on vocational education or training in order to become self- reliant and wealth creation.
- The government should provide adequate infrastructural facilities for both student and teachers in both the rural and areas.
- The government should organize seminars, workshops frequently both for teachers and students in the area of career development.
- Adequate trained and qualified teachers should be employed into public secondary schools.

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