



CONCURRENT BLENDING OF VOCATIONAL TRAINING DURING SECONDARY SCHOOL EDUCATION AND ACADEMIC ACHIEVEMENTS OF STUDENTS

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Abstract: Secondary school education, a major prerequisite toward attaining self-actualization, has had major recent blows as many with first degree certificate are either unemployed or underemployed. Every rational individual now has interest towards learning skill outside school system. This study examines effect of interest of students, time spent and punishments at vocational training centers on students' performances. Quazi experimental design of descriptive survey method using multi-stage sampling was adopted. Epe L.G was stratified into three LCDA where nine secondary schools were randomly selected. 250 students who combine vocational and secondary education were purposively picked. Vocational Opinion Questionnaire ($r = 0.78$) and 2nd Term Result (2021/2022 session) for the sampled students were used. Seven research hypotheses tested with ANOVA were raised. The results among others, shows various punishments received at vocational centers by students have significant negative effect on students' performances. Government should structure vocational education to make it more beneficial.

Public Interest Statement

The report of this study is of immense benefit to the Lagos State Ministry of Education, School administrators, Parents and the populace in general.

1.1

Introduction

There has been a rapid interest in vocational education since the turn of the 21st century, particularly amongst developing countries, as a tool to build human capital and address nationwide skill shortages. Some scholars have opined that vocational education can increase

student test scores and student engagement, (Brunner 2019). Vocational education may also increase the probability of secondary school students high learning outcome (Aizenman et al., 2017; Dougherty, 2018). Yet others argue that vocational education is too specific and hinders further educational attainment

S. O. ONAKOYA



(Hanushek et al., 2011) and can be disadvantageous to the economic growth of developing countries (Loyalka et al., 2015), while it is not cost effective relative to general academic education (Almeida et al., 2015).

Vocational education is growing rapidly throughout the world particularly in Nigeria where our economy has become more challenging due to the high consumption rate compared to our production capability. Secondary school education although seems to be one of the major prerequisites toward attaining the self-actualization level but this has changed over decades as many people roam about even with first degree certificate but remain either unemployed or were underemployed. The world has now made everyone realized that it is the survivor of the fittest and smartest, meaning an individual have to possess various skills to make ends meet. These make every rational individual to have huge interest towards learning one skill or more even after attending school.

Many are eager to learn one vocational skill or more even though there are pros and cons towards the achievement of attaining these skills. Some children deliberately build up the zeal to learn which makes it a form of self-motivation while some children were compelled to attend vocational school even as they attend secondary education. Some students have a way of balancing both vocational and secondary education while others find it so difficult in blending both activities. Students' participation in vocational education or training after school

hours while still in secondary school has become a rapid occurrence in our clime. These programs have provided students with the opportunities to experience vocational studies while still being student within the four wall of the classroom and have afforded many of these student opportunities to participate in structured work placements.

Furthermore, the varying conditions and nation-specific institutions under which vocational training has been implemented, as well as the difficulty in eliminating selection bias for the students who self-select into vocational education, has also led to mixed conclusions in some countries. Studies based on international tests, such as the Program for International Student Assessment (PISA), have shown that students who attend vocational education have lower academic performance than students who do not attend. However, the PISA's submission might be limited in implementation as detailed student background characteristics are not included, and the data is cross-sectional and not longitudinal, limiting the ability to test the causal impacts of attending vocational education over who don't or the contribution of vocational education to students' educational outcomes (Loyalka et al., 2015). There is a growing body of literature that identifies the extent to which vocational education that students engaged in after school hours have effects on students and the school. Bolhuis (2018) recognized that increasing emphasis on vocationally oriented students in secondary schools is a cultural challenge. There



has been an historical cultural bias against vocational education while in secondary school, which has resulted in a marked reluctance to promote apprenticeships and traineeships as desirable pathways for students (Peoples, 2018). Schools are products of the community. Education is not an activity that can be engaged alone. It has to be in collaboration with the society in this case, the community. Without community participation, education cannot achieve its goals and without education society cannot think of development. Through community involvement in the education process, quality of educational activities in schools can be improved and enhanced (Saeed, 2001). Studies show that participation of various stakeholders from government to educational professionals and local community members such as, parents, students, and other local community organizations exercises a deeper effect on the performance of educational institutions in terms of improved access, retention of students and classroom attendance (Stern, 2003). According to an educational report, parent and community are the key factors which determine school effectiveness. Effective schools have better access and increased enrollment of students. Parents and community can improve children's readiness for school and also ensure their balanced nutrition and health. This directly positively affects the quality of education (Education World, 1998). Research has underscored many benefits of community participation in education. For example, in the recent past, Rose (2003) found

that community participation improves access to schooling. In this regard, he further explains that participatory initiatives in education in different under-developing countries such as Mali, Ghana, South Sudan, Ethiopia and Uganda have proved that access to schooling has greatly increased as a result of community participation in education.

Many researchers have been diving into a considerable amount of research on how vocational education influenced students' rotation at school. Many parents enrolled their children to vocational education for them to gather more skills and as an alternative to earn a living however are still worried that their children are spending too much time on vocational education sites and not enough time studying. The life of the students is largely influenced, as literature posits, by peer pressure as they mingle with other apprentice who might not even attend secondary education. The fact remains that student learning outcome is influenced by what their friends do. Although vocational education is impressive but has its limitations and as most parents are not able to afford it for their children, some finds it time wasting, which impedes their academic performance. Also the inability of many students to flow alongside secondary education due to time consumed at their workshop, punishment and other occurrences which might cause them to be emotionally unstable and in turn make them lose focus while in class. Hence, this study seeks to examine the effects of the time spent, interest of students and various

S. O. ONAKOYA



resultant effects of the punishments at vocational education or training centers on the secondary education learning outcome of the sampled participants. The endeavour was guided by seven research hypothesis.

Research Hypothesis

H₁: There is no significant main effect of time spent in vocational education on learning outcome of senior secondary students?

H₂: There is no significant main effect of punishment in vocational education on learning outcome of senior secondary students?

H₃: There no significant main effects of interest of secondary school students in vocational education on learning outcome of senior secondary students?

H₄: There is no significant interaction effect of time spent and punishment in vocational education center on learning outcome of senior secondary students?

H₅: There is no significant interaction effects of time spent and interest of the students in vocational education on learning outcome of senior secondary students?

H₆: There is no significant interaction effects of punishment and interest of secondary school students in vocational education on learning outcome of senior secondary students?

H₇: There is no significant interaction effects of time spent, punishment and interest of secondary school students in vocational education on learning outcome of senior secondary students?

Methodology

Research Design: This study adopted the Mixed Method Research Approach using descriptive survey research and qualitative research approach.

Population and Sample: The population of this study comprises of secondary school students in Epe Local Government Area of Lagos State Nigeria. The Local Government was stratified into three (3) Local Council Development Area (LCDA). Random sampling procedure was adopted to choose three senior secondary schools from each LCDA. From each school selected, purposive sampling techniques was used to select two hundred and fifty (250) students who engages in vocational training alongside with their secondary education.

Instrument for Data Collection: The instruments employed for this study is Vocational Opinion Questionnaire (VOQ) which consists of statements relating to the research which the respondents were required to respond to as appropriate as describe in the questionnaire For the Achievement Test, the Schools' 2nd Term Result for 2021/2022 session was collected for the sampled students. The instruments used passed through the various stages of validation and reliability procedures. The questionnaire came out with 0.66 reliability quotient using the Kuder Richardson 21 method which is interpreted to be moderately okay for the research in line with the submission of Adegoke (2013).

Procedure for Data Collection: In administering the instrument, the researcher



personally visited the selected schools to notify the school authority about the research work. On the appointment date, the researcher administered the questionnaire on the purposively selected respondents.

Method of Data Analysis: The data gathered was analyzed by employing descriptive statics of frequency count, simple percentages swas used for the respondents' varieties since it involves

those that are vocationally engaged and those that are not vocationally engaged. Simple ANOVA analysis was adopted for the hypothesis raised,

Results.

The data presented below was based on returned questionnaire answered by the respondents. Two hundred and fifty (250) questionnaires were administered and returned.

Table 1.1 Descriptive Statistics of the Findings

S/ N	ITEMS	YES (%)	NO (%)	Total (%)
1	Learning at secondary school is easy without learning vocational skills	59	41	100
2	Getting to school late is due to vocational training	5	95	100
3	Time spent in vocational skills give chances for reading on dally basis	67	33	100
4	Preferring school to Vocational Skills	69	31	100
5	Being absent from class due to Vocational Training	5	95	100
6	Punishment from vocational training centres affects focus on Education	19	81	100
7	Prefer to focus on vocational skill after secondary school education	52	48	100
8	Vocational Training is a waste of time	31	69	100
9	Vocational Training is the best option	81	19	100

Table 1.1 revealed that, 59% of the respondents is of the opinion that learning at secondary school is easy without learning vocational skills, 5% of the respondents are of the opinion that getting to school late is due to vocational training, 67% agreed that it does give chances for them to read, 69% of the respondents prefer vocational education to secondary education,

while 5% of the respondents claim that vocational education make them absent from school In addition, 19% of the respondents focus at school is affected due to the punishment they get from their vocational training centre, 52% would like to focus on their skills after secondary education, 31% see vocational training as a waste of time when considered



along other factors while 81% are of the opinion economic realities in the country. that it is the best option considering the current

Table 1.2 Analysis of Variance (ANOVA) of Academic Achievement by Time Spent, Punishment Effects and Interest of Students

Variable	Sum of Square	DF	Mean Square	F	Sig
Time Spent	1001.101	2	500.551	4.5	0.12
Punishment Effects	14639.580	2	7319.790	65.8	0.00
Interest on vocational skills	1081.124	3	360.375	3.24	0.03
Time spent *punishment	68.693	1	68.693	0.62	0.43
Time spent * interest of the students	55.112	2	27.556	0.25	0.78
Punishment * interest of the students	473.982	2	236.991	2.13	0.12
Time spent* Punishment *interest of the students	250.135	1	250.135	2.25	0.14
Error	26027.819	234	111.230		
Total	801008.000	250			

Table 1.2, shows that there is no significant main effect of time spent in vocational education on the learning outcome secondary students {F (2,234) = 4.5}; significant main effects of punishment in vocational education on the learning outcome secondary school students {F (2,234) = 65.80}; and significant main effect of the interest of students towards vocational education on their learning outcome in secondary school {F (2,234) = 3.240}. All the interaction effects of the independent variables do not have any significant effect on the learning outcome of the students.

Discussion

From the inferential analysis, it was disclosed that time spent in vocational education is not greatly affecting the learning outcome of secondary students. This finding is linked to the study of Valiente & Scandurra, (2017) who is proposing the blending of both vocational and secondary education further opines that it is not a matter of transferring the system of the country to become mandatory for secondary school students to engage in one vocational education, but the desirable approach is to introduce some characteristics of the other system at the local level so that students and employers regard the change as attractive

S. O. ONAKOYA



because the time these set of students spent at their respective training or vocational centers does not really have effects on their academic outcome at their secondary schools.

Furthermore, it also discovered that there is significant effect of punishment in vocational education on the learning outcome secondary school students. This outcome is related to the conclusion of John (2019) that since punishment makes the body uncomfortable, students that may be returning to their secondary school after the punishment may find it difficult to learn as compared to a student's who is emotional stable. Lastly, it was discovered that there is significant effect of the interest students have towards vocational education on their learning outcome in secondary school. This result is in line with Polidano and Tabasso (2016) assumption that Vocational education seems like a good formative path for finishing studies and moving on so they tends to have lots of interest on the skills they are earning which really affect their learning outcome at secondary school. In this regard, it is also positive for a secondary school student to have a vocational education background. They also found a higher effect when vocational education contained workplace learning or apprenticeship. Some studies have also suggested that apprenticeships have higher returns to education when compared to just attending only secondary education.

Conclusion and Recommendation

The present economic realities in the country has shown that one major source of income is

not enough and as such, students should be encouraged to learn hands skills as their cognitive domain is being developed in secondary education. This research has further shows that the interest of students matter in the vocational training they are to engage in and also corporal punishment at vocational training centers should be discouraged. It is thus recommended that as more community participation is build up into the quality of secondary education, government should structure vocational training for secondary students to make it more attractive to all.

Declaration of Competing Interest

I wish to confirm that there are no known conflicts of interest associated with this manuscript.

Author's Bio Note

Onakoya Sunday Oluwaseun is a doctoral student of the Institute of Education, University of Ibadan, Nigeria. He is an Education Officer with the Lagos State Ministry of Education with research interest in Educational Program Evaluations, Test and Measurement. He has some scholarly research article with both local and international journals. He is also on the External Lecturing Staff list of the Directorate of Degree Programs, Micheal Otedola College of Primary Education, Epe.

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