Skills Improvement of Teachers in Technical Colleges for Sustainable National Development in Nigeria: Training and Retraining a Universal Remedy

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Abstract

The current study examined training and retraining for skills improvement of teachers in technical colleges for sustainable national development in Nigeria. Three research questions and three hypotheses were raised for the study. A descriptive survey research design was adopted for the study. The population of the study comprised 273 technical teachers in 9 approved technical colleges in Lagos state. A sample of 90 technical teachers was used for the study. A 20-item structured questionnaire constructed by the researchers was used for data collection. Reliability was tested using Cronbach Alpha and a value of 0.87 was obtained. The data collected were analysed using descriptive statistics of the mean and standard deviation to answer research questions. Independent t-test was used to analyse three hypotheses at 0.05 levels of significances. The findings revealed that teachers perceive the availability of training and retraining programmes and sustainable national development can be achieved through training and retraining of teachers as training and retraining programmes can improve teachers’ skills of duties performance. The researchers therefore concluded and recommends that more efforts should be made by relevant bodies such government, higher institutions, professional bodies and among others to put in place more training and retraining programmes for teachers of technical colleges and they should also be encouraged to attend and participate in such programmes to improve their skills in order enable them to function effectively for sustainable national development to be achieved.

Introduction

Education at all levels and in all its forms are regarded as a key instrument for bringing about changes in knowledge, values, behaviours and lifestyles required to achieve sustainability and stability within and among countries. Technical colleges are one of the principal educational institutions saddled with the responsibility of training craftsmen for industry as well as making individuals be self-employed and create jobs in the struggle toward technological advancement to enhance sustainable national development. According to the National Board for Technical Education (2001) these institutions are designed to offer people the opportunity of improving themselves in their general proficiency, especially in relation to their present or future occupation for the advancement of personal and national development. Development is associated with growth and progressive change in the condition of either individual groups, communities or even a country. Okeke (2015) view development as a process that raises the material and living conditions of people. Previously, attention was basically on the concept of development. However, the Brundtland Commission of (1987) shifted the attention by reshaping and modifying the concept to sustainable development. Sustainable development is considered as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It recognizes that growth must be both inclusive and environmentally sound to reduce poverty and build shared prosperity for today’s population and continue to meet the needs of the future generation. Therefore, the concept of sustainable national development remains the modern parameter of measuring development. Munasinghe (2004) defines sustainable national development as a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period while maintaining the resilience of economic, social and environmental systems. From this definition, Age (2005) identified some objectives
which sustainable national development is expected to realize such as increase capital income and employment, promoting human welfare, satisfying basic needs and protecting the environment.

Sustainable national development is engendered by effective technological advancement which technical and vocational education is responsible. According to Aworanti (2013), technical and vocational education has been an integrated part of national development strategies in many countries of the world because of its impact on productivity and economic growth. Awaranti adds that a nation cannot develop without well-equipped technical and vocational institutions or centres for imparting and training youths and women on practical skills that will yield development in such a nation. Okwelle and Deebom (2017) asserts that it is not gainsaying that developed nations like Japan, China, the USA and Germany have attained a tremendous height in terms of industrialization as a result of consistent investment in technical vocational education and training of its citizen.

The curricula of technical and vocational education in which technical colleges are part of are tailored towards craft/engineering trades and agriculture which includes agric-mechanization, motor-mechanics, building construction, plumbing, woodwork among others. Therefore, the teacher is a tool used for implementing these curricula through teaching and learning process, effective use of hand tools, operation of machines, supervision of student’s activities, demonstration and maintenance of tools and equipment. It is expected that teachers of technical colleges should be trained and retrained to improve their skills in the promotion of effective teaching and learning as a pre-requisite to ensuring sound outputs and well blended individuals that will provide knowledgeable skills and attitudes required for sustainable national development.

Skill is the capability of accomplishing a job with a precision of certainty, practical knowledge in combination with ability, cleverness and expertness (Abdullahi, 2010). Acquisition of skills is therefore necessary especially in teaching trades that involve instructive and manipulative skills. To increase the chances of self-reliance and employability geared toward sustainable national development, technical and vocational education teachers must help students to acquire skills that are flexible and relevant to the demands of the present day. If such diverse expectations are to be met, substantial improvements in skills are required by teachers through training and retraining. Training and retraining have become a vital tool for improving workers’ skills in every organization. Momoh (2012) stress that the need for training and retraining in technical and vocational education has been recognized worldwide as a means of developing human resources for better consumption, efficiency and increased productivity. Through training and retraining, teachers in technical and vocational education could be assisted to be current on developments in their professions with a view to enhancing their performance on the job.

Training is concerned with the development of knowledge and skills to be used immediately or in the very near future and deals with developing people who already have or who are just about to enter job (Uwaifo & Uwaifo, 2009). Training in vocational education is learning activity which contributes to successful economic performance and tangible economic and social gains. Therefore, training and retraining of technical and vocational teachers cannot be overemphasized considering its role in economic and sustainable national development. Retraining is upgrading of existing skills or acquiring a new one. Kennedy (2011) defines retraining as subjecting or exposing an individual to further training and practices after the initial training. Retraining may also be taken as improving teacher productivity and performance in the current realities in the dynamism of technological world.

The need for training and retraining is so paramount in skill improvement without continuous training and retraining for knowledge, skills and attitudes, professional obsolescence will no doubt emerge. To achieve laudable objectives of technical and vocational education in Nigeria well trained and dedicated teachers are needed to implement the curriculum and assure quality service delivery, it is not just enough to recruit teachers for the programme but to provide continuous training and retraining programmes for the teachers to update their knowledge, skills and competence for them to function effectively and efficiently (Momoh, 2012).

Training and retraining are major inputs into the economic growth of a country and are meant to provide capable employees at all levels fostering sustainable national development (Momoh, 2012). They also give an opportunity for employees to move into more responsible positions. More so, Aworanti (2013) states that training and retraining of teachers make teachers inculcate in the learner’s dignity of labour, respect, ethical value, religious tolerance, self-reliance political stability, security, quality leadership and industrial harmony for the attainment of sustainable national development. Teacher Registration Council of Nigeria (TRCN, 2010) states that teaching in public service requires exceptional expertise, knowledge and professional skills through vigorous and continuous training. Continuous teacher training provides teachers with the tools to meet
professional challenges, ensuring that they are up to date with the information that will match the test of time. There is a need for seminars, workshops and conferences for the teeming population of teaching in Nigeria (TRCN, 2010). According to Okenjom, Ogar, Bake and Eze-Anyim (2016), training and retraining programmes may come in the form of in-service training, conferences, seminars, workshop, electronic training, among others.

In-service training programme according to Nakpodia (2008) is a process for continuous updating of teachers’ knowledge, skills and interests in a chosen field. It is also the ongoing training of practising teachers, which is typically arranged by school boards that employ them for the purpose of professional growth. Adeboyeje (2000) in his study opines that in-service training for teachers no doubt develops in each teacher his general education and personal culture, his ability to teach and educate others and awareness of principles which underline good human relations. Ejue (2001) reported that in-service programmes for teachers are concerned with skills which employees have been trained and with new innovative skills. Udofia and Ikpe (2012) established that, in-service training served to boost teachers’ moral and thus, engendered positive work performance and productivity among them.

Teachers’ participation in conferences, seminars and workshops as components of teacher training and retraining programme has been found to correlate positively with teacher output. Research indicates that conference, seminars and workshops bring teachers together for the purpose of learning new methods of problem-solving skills through which skills will be employed for effective implementation of educational policies such as the technological advancement and education in the technical and vocational education curriculum. Locke (2004) in his study reported that teachers’ regular attendance in conferences, seminars and workshops resulted in improvement of skills and hence quality performance. It was also found that the greater the value placed on these aspects of staff training and retraining, the higher the attainment of quality output. Bateman and Organ (2003) discovered a strong positive relationship between teachers’ involvement in seminars and workshops and their output. Thus, the more teachers participated in seminars and workshops, the better the quality of education.

Since the world is now a global village that needs both teachers and school administrators to be abreast with the changes in the school environment, the teachers too need to prepare ahead for this challenge through electronic training which helps teachers know practical use of these devices. According to Okejom, Ogar, Bake, and Eze-Anyin (2016) electronic training as a form of training and retraining programme for teachers is a necessary tool for the proper inculcation of techniques and skills for technical and vocational education teachers to be able to train students on practical usage of electronic devices like computers (desktop, laptop, palmtop computers, etc) for proper manipulation of facts and figures in their disposal as well as commands that make the world of information communication technology becomes relevant to students and society at large. Nwazor (2012) notes that electronic training as a training programme enables technical and vocational education teachers to get the relevant information from the internet for skill development using a computer. Nwazor adds that when a technical and vocation education teacher has equipped himself through the internet, he then have a vast range of knowledge and understanding of the kind of education he will impact to the students to enable them to practically interact and use technologies invoke at their disposal.

Problem
The development of a nation is contingent on the quality of skilled human capital in the pool. The teachers in technical colleges of Lagos state are expected to possess skills that will enable them to perform their duties effectively and pass the same to the learners through effective instructional delivery to produce skilful graduates in technical colleges for sustainable national development. However, the skills of these teachers seem to be lacking judging by the poor performance of students in practical and theoretical aspects of the trade, even though the government, higher institutions of learning and other professional bodies have put in place various training and retraining programmes such as in-service training, conferences, seminars, workshops, electronic training, among others to improve teachers’ skills to enhance effective performance. The situation has become worrisome as concerns have been expressed by the various stakeholder of education like state ministry of education, the teachers themselves, parents and students for what could be the cause. Ogundeji (2002) stress that the above situation is attributed to lack of training and retraining of technical teachers. Some educators blame teachers for non-participation in training and retraining programmes, while others attribute it to poor work behaviours of teachers. It is on this basis that the researcher seeks to examine training and retraining for skills improvement of teachers in technical colleges of Lagos state for sustainable national development.

Purpose
The purpose of this study was to examine training and retraining of teachers for skills improvement in
technical colleges for sustainable national development in Nigeria. Specifically, the study seeks to:

1. Ascertain the perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.
2. Determine the perception of teachers on the chances of training and retraining of teachers in achieving sustainable national development.
3. Ascertain the perception of teachers about training and retraining programmes in improving teachers’ skills for sustainable national development.

**Research Questions**
The following research questions guided this study:

1. What is the perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development?
2. What is the perception of teachers about the chances of training and retraining of teachers in achieving sustainable national development?
3. What is the perception of teachers about training and retraining programmes in improving teachers’ skills for sustainable national development?

**Hypotheses**
The following hypotheses were formulated to be tested at .05 level of significance:

1. There will be no significant difference in the mean perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.
2. There is no significant difference in the mean perception of teachers about the chances of training and retraining of teachers in achieving sustainable national development.
3. There is no significant difference in the mean perception of teachers about training and retraining programmes in improving teachers’ skills for sustainable national development.

**Methodology**
The study was a survey research design. This is because the opinions of respondents constitute the data. The population of the study was 273 teachers in 9 approved science and technical colleges in Lagos state with a sample size of 10 teachers drawn from each school making a total of 90 respondents (55 males and 35 females). The selection was done using purposive sampling technique. This method was adopted because the researchers considered the entire population has the same characteristics. The instrument for data collection was a questionnaire consisting of 20 items. Items 1-10 were designed to elicit data for Research Question 1, items 11-15 for Research Question 2 and items 16-20 for Research Question 3. It was validated by two research experts in the Faculty of Education, Lagos State University, Makurdi. The instrument has reliability Cronbach Alpha coefficient of 0.87. A four-point rating scale of Strongly Agreed (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 was adopted for the study. The researchers distributed the 90 copies of the questionnaire and all were returned filled. A mean cut-off point of 2.50 and above was used to determine positive response. The t-test was used to test the three null hypotheses at .05 Alpha level of significance.

**Results and Findings**

**Research Question 1:** What is the perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.

| Items | Item Description                     | X    | Std  | Remark |
|-------|-------------------------------------|------|------|--------|
| 1     | In-service training programmes      | 3.11 | .81  | Agree  |
| 2     | Conferences                         | 3.44 | .77  | Agree  |
| 3     | Workshops                           | 3.28 | .96  | Agree  |
| 4     | Electronic training                 | 3.10 | 1.03 | Agree  |
| 5     | Seminars                            | 3.29 | .81  | Agree  |
| 6     | Refresher courses                   | 3.11 | 1.03 | Agree  |
| 7     | Induction programmes                | 2.96 | 1.03 | Agree  |
| 8     | Mentoring                           | 2.84 | 1.05 | Agree  |
| 9     | Vestibule training                  | 2.69 | 1.08 | Agree  |
| 10    | Role playing                        | 2.82 | 1.11 | Agree  |
|       | Cluster Mean and Standard Deviation | 3.06 | 0.97 | Agree  |
Table 1 shows that items 1-10 have mean scores (and standard deviations) of 3.11(1.81), 3.44(1.77), 3.28(1.96), 3.10(1.03), 3.29(1.81), 3.11(1.03), 2.96(1.03), 2.84(1.05), 2.69(1.08) and 2.82(1.11) respectively. This shows the perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development. The cluster mean score of 3.06 which is high above the cut-off point of 2.50 implies that teachers perceive training and retraining programmes for sustainable national development.

Research Questions 2: What is the perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.

Table 2: Mean ratings on the perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.

Table 2 shows that items 11-15 have mean scores (and standard deviations) of 2.91(1.09), 3.14(1.02), 3.02(1.06), 2.99(0.98) and 2.79(1.01) respectively. This shows the perception of teachers about availability of training and retraining of teachers in achieving sustainable national development. The cluster mean score of 2.97 which is above the cut-off point of 2.50 implies that teachers perceive training and retraining of teachers have chances of achieving sustainable national development.

Research Questions 3: What is the perception of teachers about availability of training and retraining programmes for improving teachers’ skills for sustainable national development.

Table 3: Mean ratings on the perception of teachers about availability of training and retraining programmes for improving teachers’ skills for sustainable national development.

Table 2 shows that items 16-20 have mean scores (and standard deviations) of 2.90(1.15), 2.83(1.16), 3.03(1.07), 2.80(1.10) and 2.71(1.23) respectively. This shows the perception of teachers about availability of training and retraining programmes in improving teachers’ skills for sustainable national development. The cluster mean score of 2.85 which is above the cut-off point of 2.50 implies that teachers perceive training and retraining programmes improve teachers’ skills in achieving sustainable national development.

Hypothesis 1

There is no significant difference in the mean perception of teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.

Table 4: t-Test analysis of the mean perception of male and female teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.
Table 4 indicates that t-cal of 13.16 at 88 degree of freedom is greater than t-crit. of 2.00 at .05 level of significance. The mean responses showed that male teachers scored 3.68 which is above the 2.09 mean score of female teachers. Hence, the null hypothesis is rejected. This implies that, there is significant difference in the mean perception of male and female teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development.

| Respondents | N  | X    | SD  | Df | t-cal. | t-crit. | Prob. | Decision |
|-------------|----|------|-----|----|-------|--------|-------|----------|
| Male        | 55 | 3.64 | 0.46| 88 | 13.39 | 2.00   | .05   | Sign.    |
| Female      | 35 | 1.93 | 0.76|    |       |        |       |          |

Table 5 indicates that t-cal of 13.39 at 88df is greater than t-crit. of 2.00 at .05 level of significance. The mean responses showed that male teachers scored 3.64 which is above the 1.93 mean score of female teachers. Hence, the null hypothesis is rejected. This implies that, there is significant difference in the mean perception of teachers about the chances of training and retraining of teachers in achieving sustainable national development.

| Respondents | N  | X    | SD  | Df | t-cal. | t-crit. | Prob. | Decision |
|-------------|----|------|-----|----|-------|--------|-------|----------|
| Male        | 55 | 3.64 | 0.46| 88 | 16.76 | 2.00   | .05   | Sign.    |
| Female      | 35 | 1.63 | 0.70|    |       |        |       |          |

Hypothesis 2
There is no significant difference in the mean perception of teachers about the chances of training and retraining of teachers in achieving sustainable national development.

Table 5: t-Test analysis of the mean perception of male and female teachers about the chances of training and retraining of teachers in achieving sustainable national development.

Hypothesis 3
There is no significant difference in the mean perception of teachers about training and retraining programmes in improving teachers’ skills for sustainable national development.

Table 6: t-Test analysis of the mean perception of male and female teachers about training and retraining programmes in improving teachers’ skills for sustainable national development.

Discussion of Findings
The first finding reveals that teachers perceive training and retraining programmes are available for teachers in achieving sustainable national development in Nigeria and there is a significant difference in the mean perception of male and female teachers about availability of training and retraining programmes for teachers in enhancing sustainable national development. The finding agrees with Momoh (2012) who states that to achieve laudable objectives of technical and vocational education in Nigeria well trained and dedicated teachers are needed to implement the curriculum and assure quality service delivery, it is not just enough to recruit teachers for the programme but to provide continuous training and retraining programmes for the teachers to update their knowledge, skills and competence for them to function effectively and efficiently. According to Okenjom, Ogar, Bake and Eze-Anyim (2016), training and retraining programmes may come in the form of in-service training, conferences, seminars, workshop, electronic training, among others.

The second finding reveals that, teachers perceive training and retraining of teachers have chances of achieving sustainable national development and there is a significant difference in the mean perception of teachers about the chances of training and retraining of teachers in achieving sustainable national development. The finding is in line with Momoh (2012) who opines that training and retraining are major inputs into the economic growth of a country and are meant to provide capable employees at all levels fostering sustainable national development. The finding further agrees with Aworanti (2013) who states that training and retraining of teachers makes teachers inculcate in the learners' dignity of labour, respect, ethical value, religious tolerance, self-reliance, political stability, security, quality leadership and industrial harmony for the attainment of sustainable national development.
The third finding reveals that, teachers perceive training and retraining programmes improve teachers’ skills in achieving sustainable national development and there is a significant difference in the mean perception of teachers about training and retraining programmes in improving teachers’ skills for sustainable national development. The finding is in line with Adeboyeje (2000) who opines that in-service training for teachers no doubt develops in each teacher his general education and personal culture, his ability to teach and educate others and awareness of principles which underline good human relations. The finding also agrees with Locke (2004) who reports that teachers’ regular attendance in conferences, seminars and workshops resulted in improvement of skills and hence quality performance. Furthermore, the finding is in consonance with Nwazor (2012) that electronic training as a training programme enables technical and vocational education teachers to get the relevant information from the internet for skill development through the use of a computer, thus, this enable them then have a vast range of knowledge and understanding of the kind of education he will impact to the students to enable them to practically interact and use technologies invoke at their disposal.

Conclusion

It was established in this study that teachers perceived there is the availability of training and retraining programmes for teachers in technical colleges and the programmes are a vital tool for improving teachers’ skills and achieving sustainable national development in Nigeria. It was also established that, there is no significant difference in the mean perception of teachers about the availability of training and retraining programmes, chances of training programmes in achieving sustainable national development and improving teachers’ skills. The study, therefore, concludes that the issue of training and retraining of teachers in technical colleges should be given considerable attention to improve teachers’ skills and boost their performance for sustainable national development to be achieved in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made to improve teachers’ skills in technical colleges in Lagos state for a sustainable national development in Nigeria:

1. More efforts to be made by relevant bodies such government, higher institutions, professional bodies and among others to put in place more training and retraining programmes for teachers of technical colleges to improve their skills for better performance of their duties.

2. Teachers in technical colleges should be encouraged to attend and participate in training and retraining programmes to improve their skills in order enable them function effectively for sustainable national development to be achieved.

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