

ASSESSING THE UTILIZATION OF PERSONNEL IN THE MANAGEMENT OF TECHNICAL EDUCATION IN AKWA IBOM STATE, NIGERIA.

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(Received 19, April 2011; Revision Accepted 16, June 2011)

ABSTRACT

The study assesses the utilization of technical teachers in Akwa Ibom State technical colleges. The study design was ex-post facto. Three research questions were formulated to guide the study. The population of the study consisted of all the technical colleges in Akwa Ibom State. Inventory method titled: "Teaching Personnel Inventory (TPI)" was designed and used to elicit data from the state technical school Board on students' enrolment, teaching personnel statistics as well as teachers' qualifications and experience. Percentage scores were used to analyse the data collected to compare the actual state of the teaching personnel with the standard and criteria set by the National Board for Technical Education (NBTE). The study revealed that teaching personnel in technical colleges in Akwa Ibom State possess the required qualifications and experience as stipulated by National Board for Technical Education (NBTE). The teacher/ student ratios in the colleges are high and the teachers are fully utilized. Based on the findings, it was recommended among other things, that the state government should employ more suitably qualified teaching personnel to reduce the surging teacher/ student ratios in the colleges.

INTRODUCTION

Education in all intents and purposes has been recognized globally as a major instrument for societal growth, development and advancement. In specific terms, education forms the basis for literacy, skill acquisition, technological advancement as well as the ability to develop the natural resources of the environment (Onyeagba, 2006).

Technical education became popularized in Nigerian as integral part of general education in the national policy on education in 2004. It refers to those aspects of the educational process involving the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sector of economic and social a life (Federal Republic of Nigeria, 2004). It is seen as a mechanism for meeting the technological and manpower needs of the nation (Aghenta, 1992).

Studies have shown that this type of education is obtainable at the technical colleges which is equivalent to the senior secondary

education but is designed to prepare individuals to acquire practical skills, basic and scientific knowledge as well as attitude required as craftsmen and technicians at sub- professional level (Jegede, 2003). Okorie (2001) saw technical education as education designed to prepare technicians for industry, agriculture, commerce and home economics.

Trainees upon completing technical college programmes are to choose one out of these three options.

- Secure employment either at the end of the whole course or after completing one or more modules of employable skill.
- Set up their own business and become self employed and able to employ others.
- And lastly, pursue further education in advance craft/technical programme and in post - secondary (tertiary) technical institutions, science and technical colleges, polytechnics or colleges of Education (technical) and universities (Ayodele & Abiodun-Oyebanji, 2007).

The need for effective management of technical education in the country has been widely encouraged by the Nigerian governments, (federal and state alike) FRN 2004). Udeozor and Mohammed (2007), observed that the governments have continued to take positive initiatives to revitalize and expand the scope of technology, science and technical education by establishing technologically and technically oriented educational institutions to widen training opportunities for technology and technical teachers. This initiative has resulted in the production of holders of National Technical Certificate (NTC), the National Business Certificate (NBC), the Advanced National Technical Certificate (ANTC) and Advance National Business Certificate (ANBC/ Modular Trade Certificate awarded by National Business and Technical Examinations Board (NABTEB). Other certificate and degree awarded by Polytechnics, College of Education (technical) and Universities include OND, HND, NCE, B.Ed., M.Ed. and Ph.D

In spite of government efforts for developing technical education in Nigeria, it appears that the effort has not been fully appreciated as most Nigerian parents and students tend to patronise the “bookish” type of education (Coleman, 2003). The sector is said to suffer gross inadequacies of both human and material resources. Commenting on this ugly situation, Ayodele and Abiodun-Oyebanji (2007), observed that many if not all technical college in Nigeria seem to be begging for attention in terms of infrastructure and personnel. The implication is that the absence of these resources negates the objectives of technical education and its internal efficiency.

Statement of the problem

The critical role of technical education in producing the required technically skilled manpower to foster technological growth in Akwa Ibom State is in doubt. The colleges have not only witnessed decay facilities and infrastructure, low morale of the teachers, poor academic performance of students due to inadequate personnel that could have facilitated teaching and could have contributed to the development of the technical education. Against this background, the research sought to assess the extent to which teaching personnel have been effectively utilized in Akwa Ibom State technical college.

Purpose of the study

The purpose of the study is to determine the utilization of personnel in the management of technical education in Akwa Ibom State. The findings of this study would provide information on the state of teachers’ utilization in the state technical colleges. It would give useful suggestions to the State Technical School Board on the recruitment of more suitably qualified teachers. The study would also sensitize the teacher training institutions about the need to produce more qualified teachers for the attainment of the objectives of technical education programme in the country.

Specifically, the study aims at achieving the following objectives;

1. to determine the distribution of technical teachers in Akwa Ibom State technical colleges by qualification.
2. to investigate the teacher/ student ratio in Akwa Ibom State technical colleges vis – a-vis the National Business and Technical Education Board (NABTEB).
3. to determine the level of teaching personnel in terms of teaching experience in Akwa Ibom State technical colleges.

Research questions

The following research questions were formulated to guide the study.

1. What is the distribution of teachers in Akwa Ibom State technical colleges by qualification?
2. What is the teacher/ student ratio in Akwa Ibom State technical colleges as compared with the NABTEB standard?
3. What is the level of teaching personnel in terms of teaching experience in Akwa Ibom State technical colleges?

Methodology

The design adopted for this study is ex-post facto. The population for this study includes all the technical colleges in Akwa Ibom State. An inventory format, titled: “Teaching Personnel Inventory (TPI)” was designed to elicit data on students’ enrolment, teachers’ statistics by qualifications and teaching experience for 2010 academic session. The inventory was designed in line with National Business and Technical

Education document. The data were obtained from school records and confirmed with those in the state technical school Board. Percentage scores were used to analyse the data collected to

compare the actual state of teachers with the prescribed standard and criteria set by NBTE. The results of data analysis are shown in tables 1-3.

RESULTS AND DISCUSSION

Research question 1: What is the distribution of teachers in Akwa Ibom State technical colleges by qualifications?

The results of data analysis on the above question are presented in table 1.

Table 1: Qualifications of teachers in all the technical colleges in Akwa Ibom State.

S/No.	Qualifications	No.	%
1.	B. Ed. and above	268	69.8
2	NCE	31	8.1
3.	OND/HND	62	16.1
4	Others	23	6.0
Total		384	100

Source: P.R. & S., State Technical School Board , Uyo, 2010.

Table 1, shows that a total of 268 (69.8%) of the teachers in all the technical colleges in Akwa Ibom State have a first degree and above, 31 (8.1%) are NCE holders, 62 (16.1%) have OND and HND Certificates and 23 (6.0%) of the teachers have other qualification apart from the ones stated in the table. From the table, it clearly

shows that majority of the teachers in the state technical colleges are well qualified for their jobs because they possess the required qualifications. Research question 2: What is the teacher/ student ratio in Akwa Ibom State technical colleges as compared with the NBTE standard?

Table 2: Teacher/ student ratio in Akwa Ibom State technical college 2010.

S/No.	Name of college	Local gov't. area.	No. of teacher.	No. of student.	TSR.
1.	Gov't technical college, Abak	Abak	102	2816	1:27
2.	Union technical college, Ikpa	Esit Eket	35	2154	1:65
3.	Gov't. technical college, Ikot Uko Ika	Ika	43	1342	1:31
4	Community technical college, Ikot Akata	Mkapt Enin	64	1846	1:28
5.	Mainland technical college, Oron	Oron	30	3611	1:120
6.	Gov't. technical college, Ewet	Uyo	110	5046	1:45
Total			384	16,815	1:44

Source: P.R. & State Technical School Board, Uyo, 2010.

Table 2, shows that teacher/student ratio in the technical college ranges from 1: 27 to 1:120. On the average, the teacher/ student ratio in technical colleges in Akwa Ibom State is 1:44. This ratio is far above "the standard ratio (1:20)" as stipulated in the National Policy on Education (FRN, 2004:31 & NBTE,1992). This implies that students in few colleges such as Abak, Mkpat Enin and Ika Local Government Areas may access the workshop facilities to facilitate

practical while others may suffer, due to large class size amidst inadequate personnel. Hence, the few available technical teachers are fully utilized and sometimes, over stressed because of work load resulting from large class size. Ayodele and Abiodun-Oyebanji (2007), observed serious implications for the future production of technical education personnel if the situation persists.

Research question 3: What is the level of teaching personnel in terms of teaching experience in Akwa Ibom State technical college?

Table3: Teaching experience of teachers in technical college in Akwa Ibom State.

Years of experience	No. of teachers	%
1-5	34	8.85
6-10	66	17.19
11-15	90	23.44
16-20	43	11.20
21-25	56	14.58
25 and above	95	24.74
Total	384	100

Source: P.R. & State Technical School Board, Uyo, 2010.

Table 3, shows that the least proportion of the teachers (8.85%) fall between a group of 1-5 years of teaching experience, while 17.19% of the teachers fall into 6-10 years of experience, 23.44% fall within 11-15 years of teaching experience while 11.20% fall into a group of 16-20 years of experience, 14.58% fall into a group of 21-25 years while a sizeable proportion of 24.74% of the total teachers fall within over 25 years of teaching experience.

The results on the table further show that over 50% of the teachers have teaching experience of more than 15 years, while about 49% of the teachers have teaching experience below 15 years. This implies that most of the serving teachers are old and experienced on the job. This is consistent with Oni (2003) assertion, that competent (experienced) instructors will in turn provide required training for the students. Adeosun (2003) corroborated this view, that the success of any educational programme is determined by the quality and experience of the teachers.

CONCLUSION

Based on the results of the study, the following conclusion are drawn, that teaching personnel in technical colleges in Akwa Ibom State possess the required qualifications and experience for teaching as stipulated by National Board for Technical Education (NBTE). The teacher/ student ratios in these colleges are relatively high and the teachers are fully utilized. However, the study revealed, that the few available technical teachers in the colleges suffer exhaustion due to work load resulting from large class size.

RECOMMENDATIONS

As a matter of urgency, the state government through the state technical school board should employ more suitably qualified technical teachers to reduce the present high teacher/ student ratios in the state colleges to enable the teachers prepare their students to meet the goals of technical education in the country as well as the technologically challenges of the modern world.

The teacher training institutions should produce qualified technical personnel to keep pace with the staff demands in the colleges.

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