



A PROFESSIONAL COMPETENCE FOR TECHNICAL AND VOCATIONAL EDUCATION TRAINING TEACHERS AT TECHNICAL COLLEGES IN NIGER STATE, NIGERIA

ALHASSAN NDAGI USMAN*

Department of Building Technology
School of Technical Education, Niger State College of Education, Minna
Nigeria
algogogius@mail.com

AEDE HATIB MUSTA'AMAL

Department of Technical and Engineering Education
School of Education, Faculty of Social Sciences and Humanities
Universiti Teknologi, Johor-Bahru
Malaysia
aede@utm.my

*Corrospoding author's Email: ndagi@graduate.utm.my

Peer-review under responsibility of 4th Asia International Multidisciplinary Conference 2020 Scientific Committee

<http://connectingasia.org/scientific-committee/>

© 2020 Published by Readers Insight Publisher,

lat 306 Savoy Residencia, Block 3 F11/1, 44000 Islamabad, Pakistan,

editor@readersinsight.net

This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).





Abstract

A significant amount of concern has been expressed about all the way in which technical vocational Education training (TVET) is taught in Nigeria and particularly in technical colleges in Niger State. This concern stems partly from the fact that the nation cannot grow its human and material resources effectively without sufficient and well-trained manpower at all educational levels. The findings from this study showed that the teachers of technical colleges in Niger state of Nigeria are not exposed to workshops, seminars, conferences and other means of acquiring basic technical knowledge, skills and attitudes and that innumerable teachers of technical colleges are not competent. It was therefore recommended that all technical teacher training institutions function in performance as a matter of necessity and produce an appropriate curriculum which will take on the necessary skills for our new technical teachers in training and those already in the field through in-service training.

Research Highlights

Technical Vocational Teachers are an uncommon gathering of qualified teachers who have been bolstered in different manners by the Technical Teachers Training Program (TTTP) to learn authoritative aptitude in both these picked fields and general education. These teachers are professionally prepared to instruct the prevocational initial innovation at junior optional schools in the different professional technical education organizations including technical colleges. Sern et al. (2019), broadcasted that in classroom and lab bearings, individual professional technical teachers are explicitly prepared for competency. In this way, teachers should thusly keep up trust in the technical substance just as techniques for upgrading mindfulness on the exhibition of professional technical education

Research Objectives

This review plans to examine the technical and professional education teachers ' professional skills: a factor examination of the training needs of technical school teachers in technical colleges in Niger State. Moreover, find out the professional skills training needs of qualified teachers at technical colleges in Niger State and find methodologies and techniques that can be embraced to help the professional skills training required by technical school teachers that will improve or impact students' presentation

Methodology

A survey research method has been utilized for the study. The population of the study involves every single technical instructor in the four-state government technical colleges in Niger State.





There are just 60 able and qualified technical teachers in all the colleges of study. Because of the little size of the population the whole population was utilized for the study.

The study instrument was an organized poll titled, "Professional skills training needs of technical teachers. The validity of "professional training abilities Needs of Technical Vocational Teachers Questionnaire" was validated by two specialists from the division of Industrial and Technology education, Federal University of Technology, Minna. A research associate was designated and qualified to aid the organization and choice of the polls while regulating the instrument. An arrival pace of 100 percent was gone after the instrument. The mean and standard deviation were the key factual instruments utilized for the research data analysis. Imply that dipped under 2.50 was viewed as fundamental, and mean Of 2.50 or more was viewed as superfluous. That brought about two choice gatherings. "Need, and not required. on the systems among technical teachers for holding professional competency, imply that 2.50 fell was viewed as significant. Here two gatherings of choices have come about, "huge" and "not pertinent." Professional Competency Assessment Needs of Technical College Teachers in Niger state.

Results

Absence of skills required for fruitful guidance as sketched out in things 1-9 are technical skills for gathering fitting learning materials, rehearsing and assessing before genuine educating, helping students in the essential procedure skills of recognizing, grouping and recording basic purposes of guidance, in explicit reasonable methodology, separating research into their segment parts, guidance. Plan and utilize educational materials and instructing hardware to advance learning, keep perilous and inflammable research center materials far from students, build up a connection between data, ideas and skills in a particular field; plan and sort out learning encounters to give learning in the briefest conceivable time and exercises in the most fitting request for sway. Without missing word, the nonappearance of these professional skills would hinder even and vertical explanation inside the education framework and between the school and the work world. This will thusly give space to analysis and preference. Additionally demonstrated that technical school teachers were not empowered or helped in the treatment of explicit direction by universal or nearby specialists and this negates FRN (2004) that prepared professionals utilized outside of education ought to be permitted to instruct in schools. Colleges or other educational organizations in other to all the more intently interface the universe of work to the classroom

Findings

Findings in this paper revealed that it is very well concluded that this carelessness can be because of the disappointment and lacking treatment of the implementers of technical colleges educational programs for the TVET. Their over depends vigorously on custom made training





materials at the expense of the genuine hardware and materials required for guidance as rehearsed in cutting edge nations. In the first place, TVET teachers in technical colleges are for the most part neglected in the plan of things required for competency improvement, especially the individuals who are yet to enter managerial systems.

Acknowledgement

We thank the Universiti Teknologi Malaysia for the provision and maintenance of E-databases that facilitate the conduct of this study.

References

- Federal Republic of Nigeria, (2004) National Policy on Education 4th Ed. Lagos NERDC Press.
- Sern, L. C., Adamu, H. M., & Salleh, K. M. (2019). Development of Competency Framework for Nigerian TVET Teachers in Tertiary TVET Institutions. *Journal of Technical Education and Training*, 11(1).

Author's Biography



Alhassan Ndagi Usman received training as Industrial and Technology Education from Niger State College of Education, Minna, and Federal University of Tecchnolgy Minna, where he obtained NCE (Technical), Bachelor Degree, Masters Degree respectively. He is a Lecturee in the Department of Building Technology, School of Technical Education, Niger State College of Education, Minna, where he teaches Building construction courses and Elementary Structural Design in NCE and Degree afflition program of Usman Danfodio University, Sokoto. He has written and published many articles in reputation journals and he has attended many conferences, seminars and workshops. He is happily married with two wives and six children.



Aede Hatib Musta'amal received the B.Sc. (Hons) in Mechanical Engineering. and M.Ed. (Tecnic and Vocational Education) from Universiti Teknologi Malaysia. He has obtained his Ph.D. degree in Design and Technology at Loughborough University, United Kingdom in 2010. Currently, he is an Associate Professor at Department of Technical and Engineering Education, School of Education, Faculty of Social Science and Humanities, Universiti Teknologi Malaysia. His research interest includes Creativity and Innovation in Education, and various research topics under Tecnic and Vocational Education.

