

# PARENTAL ATTITUDE TOWARDS VOCATIONAL EDUCATION IN ADO-ODO OGUN STATE NIGERIA

**B. Adewale, E. Amgbari, E. Erebor, Z. Tipili, J. Ejiga**

*Department of Architecture, Covenant University (NIGERIA)*

## Abstract

The economy of Nigeria is experiencing a downturn in recent times and as a result, the rate of unemployment and poverty has increased rapidly. A good foundation to employment generation and job security is vocational education. Evidently, the growth of any nation depends on its technological components. Despite the fact that vocational education is important for economy development, its effective implementation has been and it is still being faced with many challenges. This paper looks at the roles of parents in vocational educational and its viability in a dwindling economy like Nigeria. Using quantitative data from 100 parents, it could be deduced that parents preferred courses with better recognition and acceptance. It is recommended that parents of secondary schools graduate be educated on the prospects of vocational education, especially its ability to generate employment. Furthermore, vocational education should be better incorporated into tertiary curriculum and certificates should be awarded.

Keywords: Attitude, Nigeria, Ogun state, vocational education.

## 1 INTRODUCTION

Vocational Education has a vital role to play in the economic and technological advancement of any country. It is a known fact that the acquisition, training and utilization of relevant skills by the people is indispensable for a country development and economic growth. Also, the concept of vocational education has changed in scope and structure since its inception. As a component of the overall educational system, it has since increased in both prominence and complexity. Vocational education is designed to prepare and train individuals in specialized skills, abilities, trade, industries, agriculture and it is linked with manual and practical skills and commonly does not include academic abilities. Vocational training often refers to education and training that focuses more on practical skills and being able to perform tasks related to working in a particular industry.

The concept of vocational education is therefore a single and inseparable concept used to describe the education for the acquisition of socially acceptable skills. The assumption here is that parents do play a major role in the socialization, education and career decision processes of their children. Parent-child relationships, along with family status and cultural environment, are major determinants of educational achievement and choice of occupation.

Education generally aims at including knowledge, attitudes, skills, values, and beliefs into an individual to assist him/her achieve a reasonable degree of competence in the various facets of everyday life. In spite of the growing awareness of the need for skill training in development efforts, there seems to be lack of adequate information on the concept of linkage between education and working life. Although Fafunwa[1] argues that the result of his research conducted on the education system reveals that quite a number of both literate and illiterate parents on their dissatisfaction with primary and secondary grammar education; yet opinions are that vocational education, which was designed to correct the lapses of the former system, is still boarded on ridicule, insolence because of society antipathy and parents avowed disapproval of discouragement of career training for their children in vocational education. Needs and national priorities such as vocational training may not be fully understood by parents and the public at large. It is therefore against this background that this study sets out to investigate parental attitude towards vocational education in Ado-Odo Ota, Ogun State.

## 2 LITERATURE REVIEW

### 2.1 Vocational education

This is a training which seeks to imbibe in people the knowledge and know how skills required in specific occupations or generally the labor market. [2]

[3] postulates that the National Policy's aims and objectives in the National Policy on Education document are created to achieve the economic and technological advancement of the nation. Therefore, at the junior secondary (JSS) level, seven prevocational education areas are treated. As they proceed to the senior secondary level (SSS), they are further given the opportunity to concentrate on three components of each program. This is to give the students an in-depth study and prepare them for the world of work or their further education. Below are listed the structures of pre vocational and vocational subjects in the Nigerian secondary schools according to the National Policy on Education. [4]

#### Pre Vocational Electives for the Junior Secondary School Level

- 1 Agricultural Science
- 2 Business Studies
- 3 Computer Education
- 4 Fine Arts (Culture and Creative Arts)
- 5 Home Economics
- 6 Introductory Technology
- 7 Local Crafts
- 8 Music

#### Vocational Education Electives for the Senior Secondary School Level

- 1 Agricultural Science
- 2 Applied Electricity
- 3 Auto Mechanics
- 4 Book-keeping and Accounting
- 5 Building Construction
- 6 Clothing and Textiles
- 7 Commerce
- 8 Computer Education
- 9 Electronics
- 10 Fine Arts
- 11 Food and Nutrition
- 12 Home Management
- 13 Metal Work
- 14 Shorthand
- 15 Technical Drawing
- 16 Typewriting
- 17 Wood Work

Indigenous vocational training can be seen as a procedure by which a singular child assimilates culture and estimation of work that comes full circle in the procurement of significant ability for the same. Many vocational trades in Nigeria and most parts of Africa were family related. Except farming which is a general vocation that every family practiced.

[5] opined that if state funded training, implied for everyone can't get ready nationals for work, who else can, isn't that right? As indicated by [5], the issue of Nigerian young people's unemployment can be lessened to an extremely intense low level through significant professional preparation programs. We can't get away from the conclusion that the genuine power for survival of any given social gathering is the way individuals set about the occupation of corporate living with knowledge they present as a powerful influence for the arrangement of prompt issues [6]

Tragically, it shows up the Nigerian arrangement of training is more inspired by sieving the scholastically gifted young people from the non-scholastically skilled, and after that permitting the non-scholastically capable human resources to squander away.

[1] stated that children are not trained by their parents but by relatives or master craftsmen in the specified areas of work in order for the youth or child to achieve maximum concentration. He also wrote that:

*This vast apprenticeship training system began as a part of a wider education process in which the indigenous societies of Nigeria passed on their cultural heritage from one generation to the next. The skills owned by a family were highly valued, and in some lines such as native medicine, secrets were zealously guarded, as they are indeed today. Evidence of the passing of skills within families is still strong ...and even an ordinary village will usually show that pottery-making, for example, centers around certain families with the skills taught by a mother to her daughter or niece, or a father to his son or nephew; depending on the customs of the area 1[p.20]*

Although this still goes on amongst those less privileged to attain a schooled education, within the school education system this opportunity is also provided to the children so they may learn a vocation of their choice and interest.

According to [1] taking up a vocation regularly started with individual service of the master craftsman. He asserted that the youth normally just develops into and inside the social legacy of his kin and soaks up it. Culture, in customary society, in [1] opinion, is not education; it is gotten. The kid watches, impersonates and mirrors the activities of his senior citizens and kin. Indigenous occupations in various structures were objects of perception for youngsters as they experience childhood in the customary society. Attentive adolescents took in an awesome arrangement both intentionally and unknowingly during the time spent sharp perception. Along these lines, the major pre-necessities for procuring professional aptitudes in the indigenous society are readiness with respect to the planned disciplines, and common agreement between the guardians of the imminent understudies and the master specialists or craftsmen.

## **2.2 Attitude to vocational education**

Attitudes can be defined as how one thinks and feels about an act or towards objectives and ideas [7]. Attitude could either be negative or positive depending on individuals' feelings about persons, objects or concepts. Positive or favourable attitude towards vocational education positively impacts on the learning and performance of students of vocational education [7]. This is because individuals are typically biased towards those attitude objects which they evaluate positively and against those evaluated negatively. [7].

Literature [8, 9] identified the negative attitudes of Nigerians towards vocational education as the major drawback to the successful implementation of vocational training curriculum and policies. The society at large distastes vocational training; the general standpoint is that vocational education is for the less privilege of the society.

## **2.3 Job prospects of vocational education**

According to [5], in the indigenous society, employments were accessible for the vocationally trained. Along these lines, the case then was not that of hunting down employments years after graduating from the higher institution; not at all like what the request of the present day society is. The provision of vocational studies in the educational curriculum has strongly helped those who have applied it and there is a long and rewarding history for such countries [10]. Vocational education provides students with life skills to be entrepreneurs who are highly productive as it engenders creative and innovative ideas, strengthens the economy, and increases personal freedom to owning a business of one's own. [11] observed that most of the so-called "expatriate engineers" who are paid lots of money to build Nigerian roads graduated from vocational colleges.

## **3 METHODOLOGY**

The present study adopts survey research design. The study was conducted in June, 2016, with Ogun state as case study and Ado Odo/Ota as the focus of study. The local government area was selected because it is highly populated due to the high number of manufacturing companies located within its confines. The target population was members of the society who were parents at the time of study. A total of one hundred (100) questionnaires, administered by the researchers themselves, were used to elicit response. Samples were selected by random sampling technique. The return rate was 100%.

Data was coded with SPSS and used for further analysis. Simple percentages and frequencies were used to present the data.

#### 4 FINDINGS AND DISCUSSIONS

The results of the analysis are as presented in Table 1. A total of 100 questionnaires were administered. From the results, it is evident that parents (94%) wanted their children to read courses with better recognition because a notable percentage (21%) believed that it is for the less privilege of the society. The assertion of (8,9) was also validated by the result which consented that there was poor societal recognition of technical education (70%) as a result of the inferior status accorded this essential aspect of education. Parents (53%) were also of the opinion that the general appearance of vocational education graduates is repulsive. Another (52%) believed that the society perceives them as second fiddle.

However some of the parents did not accede to the general notion about vocational education. 64% believed that the socio-economic status of parents decides their children's enrolment in vocational school; it is not a question of their disability or inferiority in the society. Accordingly, 85% submitted that university students should simultaneously enroll for vocational education. Also, 82% agreed that discrimination between university and vocational education be abolished. This correlates with their uncertain response (37%) to whether vocational education graduates are better than university graduates or not.

Likewise, 73% disagreed that vocational education is for the less privilege though a significant percentage had a contrary opinion. 56% did not endorse that vocational education should only be considered when there is no other source of livelihood

Table 1: Parental attitude towards vocational education

Attitude	Strongly agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly disagreed (%)
Vocational education is for the dull and unintelligent	3.0	6	12	39	40
Parents want their children to read courses that have better prospect and recognition	58	36	3	3	0
Vocational education is for the less privilege of the society	3	18	6	46	27
Socio-economic status of parents determines children's enrolment in vocational schools	27	37	12	12	12
Vocational education is for handicapped	6	3	15	30	46
Poor societal recognition of technical education	15	55	15	9	6
Inferior status is accorded to technical education	15	49	15	18	3
Clients are not willing to patronize vocational education graduates	3	37	21	27	12
General appearance of vocational education graduate is repulsive	3	50	27	13	7
Communication with vocational education graduates is not always convincing	10	26	19	35	10
Vocational education is the last option to be considered to have a source of livelihood	6	19	19	31	25
Vocational education graduates are considered to be second fiddle in the society	12	40	15	21	12
Vocational education graduates are better than university graduates	12	27	37	12	12
University students should simultaneously enroll for vocational education	25	60	6	6	3
Discrimination between university graduates and technical education graduates should be abolished	49	33	12	6	0

## 5 CONCLUSION

In as much as the society has negative opinion about vocational education, it is a spectrum of education that should be embraced. This is the submission of the parents that were used for the study. Although they preferred their wards to enroll for higher education because it is given more credence, it is not also out of place to have vocational education knowledge by the side of university education. Vocational education is not stigmatized as many opined, but it is the lack of knowledge of its importance that is preventing the society from harnessing its benefits. Thus, it holds on the government to educate the society on what vocational education entails. To better drive home this certitude, vocational schools should be funded the way universities are being funded.

## REFERENCES

- [1] Fafunwa, A. B. (2004). *History of education in Nigeria*. Ibadan: NPS Educational publishing Ltd.
- [2] (2008). *Terminology of european education and training policy, A selection of 100 key terms*. Luxembourg: official publications for european communities.
- [3] Ekpeyong, L. (2011). *Foundation of Technical Education: Evolution of Practice of Nigerian Students in Tecnical and Vocational Education*. Benin: Ambix Press Ltd.
- [4] National Policy on Education (2013). Retrieved from <https://educatetolead.wordpress.com/.../national-policy-on-education> on 26<sup>th</sup> February 2017
- [5] Apagu, V., & Andural, S. (2007). Refocusing Nigerian vocational education for relevance and sustainable development. *Multidisciplinary Journal of Research Development*, 1-8.
- [6] Zonkwa, M. (2013, February 22). *The roots and problems of vocational education in Nigeria before independence and after independence*. Retrieved from vocational-problemszonkwa.blogspot: www.vocational-problemszonkwa.blogspot.com.
- [7] Achieng, N. R. (2012): Factors affecting Acquisition of Vcational Skills among Yoth Learners in Maranda Division Siaya County. Being a Research Proposal submitted to the University of Nairobi.
- [8] Oguejiofor, C.S. & Ezeabasili, A. C. C. (2014): Imperatives of Vocational Education and Sustainable Development in Nigeria. An International Multidisciplinary Journal, Ethopia. Vol 8(1), 32: 42 – 52
- [9] Ijaiya, N. Y. S.: Vocational Training and Secondry School Eduction in Nigeria. Issue in Contemporary African Social and Political Thought Volume 2
- [10] Idehen, M. (2012). *Experts canvass vocational training as panacea to Nigeria's unemployment challenge*. *National mirror*. unknown: unknown.
- [11] Dike, V. (2013, February 22). *Technical and Vocational Education: Key to Nigeria's development*. Retrieved from nigerian village square.com/.../technical-and-vocationaleducation-key-to-n.2009.