

**FACTORS AFFECTING STUDENTS CHOICE OF WOODWORK TRADE IN
VOCATIONAL AND TECHNICAL SCHOOL IN NIGER STATE.**

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ABSTRACT

The research was designed to study the factors affecting students choice of woodwork trade in vocational and technical schools in Niger state. Two research questions were answered and two hypotheses tested at 0.05 level of significance were formulated for the study. A survey research design was adopted for the study. The major purpose of this study is to determine the factors affecting influencing student choice in wood work trade in vocational and technical colleges in Minna, Niger state and strategies to motivate student choice in wood work trade in vocational and technical colleges in Minna, Niger state. The literature was reviewed in line with the two research questions, and the null hypotheses were formulated to guide the study, in which several sub-headings were discussed as regard to the purpose of the study. The research design use for this study is survey research design in which questionnaire was formulated to solicit information from the respondents. The target population of the study comprised of students and teachers. The total population for the study was 192 which consisted of 100 students and 12 teachers in technical colleges. Data obtained was analyzed using mean, standard deviation and t-test statistics. The finding also revealed that Poor provision of infrastructural facilities such as library, classroom blocks, workshops, laboratories and recreational facilities, unskilled technology technical education teachers. Teachers should Become a role model for student interest and encouragement from the societal attitude towards woodwork trade. The study concluded and recommended the following: Government should provide infrastructural facilities such as library, classroom blocks, workshops, laboratories and recreational facilities, Government should provide woodwork consumable materials such as wood nails, wires, rods, glues etc. for student's practical, Retraining of technology technical education teachers for effective teaching and teachers should become a role model for student interest.

Keywords: Woodwork, Trade, Technical Schools, Students, Teachers

INTRODUCTION

A nation is made up of people whose individual contributions improve national growth and development. An individual need to develop and acquire necessary skills to enable him meet his personal and national aspirations. Vocational and Technical Education (VTE) leads to the acquisition of skill and techniques in chosen occupation or profession to enable an individual earn a living. The Federal Government of Nigeria (FGN, 2004) viewed vocational and technical education as those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various

sectors of economic and social life. The major aim of vocational and technical education is to provide education for self reliance.

Joshua (2002) viewed vocational and technical education as a type of education made up of theoretical and practical instruction given to those who wish to be employed in commerce and industry or any type of enterprise that requires the use of tools and machinery for the operation, production, preservation and distribution of goods and services. However, from the definitions above, it could be understood that vocational and technical education is that aspect of education that prepares individuals with necessary skills, knowledge and attitudes needed for a purposeful employment to earn a living. Vocational and technical education is the type of education offered in technical and vocational schools one of the trades offered in VTE is woodwork trade.

Wagner and Kicklighter (2009) the woodwork trade requires students to demonstrate skills for good performance in frame construction, carcass construction, stool construction and the use of tools and equipment to effectively conduct in woodwork practical project. Hence students in woodwork technology need to acquire appropriate skills in order to be employable in woodworking industries or become self employed. Skill according to Okorie (2011) means expertness, practised ability, dexterity and fact. Osuala (2012) defined skills as the competent to perform efficiently and expertly in one or more kinds of repetitive process, jobs or special equipment demanding manual dexterity. Abdullahi (2010) opined that a skill is the capability of accomplishing a job with precision of certainty, practical knowledge in combination with ability, cleverness and expertness. Okorie and Ezeji (2007) remarked that to possess a skill is to demonstrate the habit of acting, thinking or behaving in a specific activity in such a way that the process becomes natural to the individual through repetitive practices. Osuala (2004) asserted that most technical skill training actually present greater challenges to the learner by integrating practical work, theoretical knowledge, observation, ability and encouragement in an occupation. The expected usefulness for acquiring skills in a trade is the recipient to excel on the job.

Therefore, include ability to create jobs and earn a living through application of acquired practical skills especially in woodwork trade is paramount for students that are interested are interested and choose to learn woodwork trade.

Choices are a developmental process and spans almost through person's lifetime. Student choice is a developmental processes which starts from primary school. According to Alutu (2001) Career development and choice should be initiated as early as the nursery school years through the primary, secondary and to the tertiary school levels. In 1980 during the round table conference in United States this definition of career was defined as a pattern of decisions, transition, adjustment, related to ones roles in work, education, family, community and leisure. Individual social status, income, life style, choice of friends, mental and physical health is influenced by the type of work the individual.

In other words, a person's choice plays an important role in his entire life. A vocational choice is a profession, occupation employment by which one earns his living especially one for which he has a period of training in an institution or through apprenticeship. Choices is influenced by personal, social, economic and many other factors, choice decision-making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. The choice point is undoubtedly the most critical stage. This is because making a wrong career decision can mar one's happiness in life as this could result to vocational maladjustment. Inappropriate career-decision made may spell doom not only for the individual but also the entire society. In view of the foregoing, the need to equip our students with appropriate career-decision making skills becomes highly imperative. It has been recognized recently that for a person to make realistic decision his level of self-efficacy can indeed be very influential. It is one thing to demonstrate interest in a particular occupational field; it is another thing to have confidence in one's ability to successfully undertake the task involved.

According to Ozioma (2011) the Federal Government wants technical education to occupy a prominent position in our schools; Nigerian schools pay little or no attention to technical education, teachers and students seem not to understand what it is all about and consequently develop some contempt and aversion for technical courses and subjects, teachers, and students now makes technical education to be unhealthy. However, many of the occupation and trades in technical education are regarded as ignoble and unbecoming, an average Nigerian parent does not want his son or daughter to earn a living as a full time farmer, plumber, brick/block layer, carpenter and woodwork. For many Nigerians, these trades are for the poor and underprivileged (Ozioma, 2011).

Statement of the Problem

Vocational/Technical education subjects ought to attract many students because of its laudable importance but reverse has been the case. The reasons for this, probably are due to people's perception that it does not require specialized kind of training. The students have the feeling that even if one is at home at the requisite skills needs to learn have to cook, farm, e.t.c can be acquired without formal training. People are ignorant of the importance of the vocational subjects which could help males and female students receive formation and be able to work solution to problems. Also, it enables the students to acquire skills, abilities essential for independent life met up with personal and family needs more especially in this economic difficulties.

It is not surprising that students are not interested in vocational/technical subjects. Osuala (2009) opined that, at the heart of our society and economic problem is a national attitude that implies that vocational/technical courses are designed for somebody else's children and is meant primarily for the children of the poor. Could this same attitude be shared by students. Thus, it makes the students lack interest in the study of vocational courses particularly Woodwork technology or do they lack the ability to pursue skill training in woodwork trade?

Purpose of the Study

1. Factors affecting influencing student choice in wood work trade in vocational and technical colleges in Minna, Niger state.
2. Strategies to motivate student choice in wood work trade in vocational and technical colleges in Minna, Niger state.

Research Questions

1. What are the factors affecting student of wood work trade in vocational and technical colleges in Minna, Niger state.
2. What are the strategies to motivate student choice in wood work trade in vocational and technical colleges in Minna, Niger state.

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

H₀₁: There will be no significant difference between the mean response of students and teachers on the factors affecting the choice of student in wood work trade in vocational and technical colleges in Minna, Niger state.

H₀₂: There will be no significant difference between the mean response of students and teachers on the strategies to motivate student choice in wood work trade in vocational and technical colleges in Minna, Niger state.

METHODOLOGY

This study is a descriptive survey research design because it will elicit opinions of students and teachers of Technical colleges in Niger State. The study was conducted in technical colleges in Niger State. The population for this study is 320 respondents, consisting of 300 students, and 20 Teachers from technical colleges in Niger State. A simple random sampling techniques was used to select 3 (Three) Technical colleges in Niger state. A structured questionnaire was used to collect data for this study. The questionnaire was developed through review of literature. The questionnaire was used to elicit relevant information from the subjects used for the study. To ensure the validity of the instrument, it was validated by two experts. Cronbach Alpha statistics was used to determine the reliability coefficient and the reliability coefficient of the instrument using Statistical Package for Social Science (SPSS) was use to computed. The Cronbach Alpha statistics reliability index ranging from 0.70 and above is considered to be internally consistent, reliable and suitable for use in a research study. The researcher administered the instrument with the help of three trained research assistants. Data collected from the respondents was computed using mean to answer the questions and standard deviation and T-test analysis.

RESULTS

Research Question One

What are the factors affecting student's choice of wood work trade in vocational and technical colleges in Minna, Niger state?

Table 1: Mean responses of students and teachers on the factors affecting student's choice of wood work trade in vocational and technical colleges in Minna, Niger state.

N₁ = 180, N₂ = 12

S/N	ITEMS	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	SD _T	X _T	REMARKS
1	Poor provision of infrastructural facilities such as library, classroom blocks, workshops, laboratories and recreational facilities.	3.06	0.43	3.10	0.43	0.33	3.08	Agree
2	Poor provision of woodwork consumable materials such as wood nails, wires, rods, glues etc for student's practicals.	3.10	0.32	3.15	0.25	0.33	3.13	Agree
3	Unskilled technology technical education teachers.	2.96	0.31	3.00	0.34	0.71	2.98	Agree
4	limited funding of woodwork trade.	2.99	0.28	3.05	0.37	0.21	3.02	Agree
5	Poor scholarship scheme for woodwork Students	2.67	0.23	2.85	0.41	0.27	2.76	Agree
6	peer pressure	2.55	0.26	2.60	0.16	0.21	2.58	Agree
7	physical facilities and hours of instruction	1.99	0.22	2.02	0.31	0.23	2.01	Disagree
8	Poor public relations practice by administrators and lecturers of woodwork department	3.04	0.29	3.10	0.13	0.27	3.07	Agree
9	Discrimination of technical college graduates.	3.46	0.28	3.65	0.17	0.71	3.56	Agree
10	Poor societal attitude towards woodwork trade	3.20	0.19	3.30	0.34	0.73	3.25	Agree
11	Societal perception that woodwork is for dull and unintelligent students.	2.74	0.81	2.30	0.61	0.58	2.77	Agree
12	Societal perception that woodwork is for the less privileged in the society.	2.53	0.70	2.54	0.75	0.63	2.52	Agree
13	Poor societal recognition of technical education.	3.03	0.70	3.00	0.46	0.33	3.02	Agree
14	Member of the society lacks awareness on the objective and prospects of woodwork trade.	3.15	0.41	3.20	0.84	0.33	3.18	Agree

- Key**
- N₁ = Number of Students
 - SD₁ = Standard deviation of Students
 - N₂ = Number of Teachers
 - SD₂ = Standard deviation of Teachers
 - X₁ = Mean of Students
 - X₂ = Mean of Teachers
 - X_T = average mean of Students and Teachers

The result presented in table 1 shows that the mean value of all the items agree with the factors affecting student of wood work trade in vocational and technical colleges in Minna, Niger state, except the mean value of items 7 disagree with the factors affecting student of wood work trade in vocational and technical colleges in Minna, Niger state. The standard deviation score of the item that agree ranges from 0.21-0.73, while standard deviation score of the item 7 that disagree is 0.23. Items below the cut-off point of 2.50 are regarded as disagree.

Research Question Two

What are the strategies to motivate student choice in woodwork trade in vocational and technical colleges in Minna, Niger state?

Table 2: Mean responses of students and teachers on the strategies to motivate student choice in woodwork trade in vocational and technical colleges in Minna, Niger state.

$N_1 = 180, N_2 = 12$

S/N	ITEMS	\bar{X}_1	SD_1	\bar{X}_2	SD_2	SD_T	X_T	REMARKS
1	G&C (guidance and counselling)	3.67	0.77	3.80	0.56	0.67	3.74	Agree
2	Teachers should Become a role model for student interest	3.09	0.73	3.15	0.72	0.72	3.12	Agree
3	Use a variety of student-active teaching activities	2.97	0.71	2.90	0.79	0.75	2.94	Agree
4	funding of woodwork trade.	3.05	0.66	2.95	0.78	0.72	3.00	Agree
5	scholarship scheme for woodwork students	2.70	0.65	2.55	0.82	0.74	2.63	Agree
6	Set realistic performance goals	2.78	0.58	2.75	0.58	0.58	2.76	Agree
7	Be free with praise and constructive in criticism	2.88	0.61	2.75	0.74	0.68	2.82	Agree
8	Give students as much control over their own education as possible	3.15	0.72	3.05	0.99	0.86	3.10	Agree
9	Availability of physical facilities and hours of Instruction	2.90	0.74	2.95	0.75	0.75	2.93	Agree
10	Encouragement from the societal attitude towards woodwork trade	3.03	0.65	3.10	0.72	0.69	3.07	Agree

Key

- N_1 = Number of Students
- SD_1 = Standard deviation of Students
- N_2 = Number of Teachers
- SD_2 = Standard deviation of Teachers
- X_1 = Mean of Students
- X_2 = Mean of Teachers
- X_T = average mean of Students and Teachers

The result presented in table 2 shows that the mean value of all the items agreed with the strategies to motivate student choice in woodwork trade in vocational and technical colleges in Minna, Niger state. The standard deviation score of all the items also agreed ranging from 0.58-0.86.

Hypotheses One

H_{O1} : There will be no significant difference between the mean response of students and teachers on the factors affecting the choice of student in wood work trade in vocational and technical colleges in Minna, Niger state.

Table 3: T-test of the mean response of the Students and Teachers on the factors affecting the choice of student's in wood work trade in vocational and technical colleges in Minna, Niger state.

S/N	RESPONDENTS	N	\bar{X}	SD	d.f	t-cal	t-critical
1	Students	180	2.86	0.68	190	-0.16	1.97
2	Teachers	12	2.93	0.75			

In table 3, the t-calculated (-0.16) does not exceed the t-critical of (1.97) necessary for acceptance of null hypotheses at 0.05 level for 190 degree of freedom, the hypotheses were accepted, hence there was no significant difference between the mean rating of teachers and students on the factors affecting student academic achievement in biology among secondary school students, Bosso Local Government Area, Niger State

Hypotheses Two

HO₂: There will be no significant difference between the mean response of students and teachers on the strategies to motivate student choice in woodwork trade in Vocational and technical colleges in Minna, Niger State.

Table 4: T-test of the mean response of students and teachers on the strategies to motivate student choice in wood work trade in vocational and technical colleges in Minna, Niger state.

S/N	RESPONDENTS	N	\bar{X}	SD	d.f	t-cal	t-critical
1	Students	180	2.99	0.68	190	0.15	1.97
2	Teachers	12	2.88	0.75			

In table 4, the t-calculated (0.15) does not exceed the t-critical value of (1.97) necessary for acceptance of null hypotheses at 0.05 level with 190-degree freedom hence there was no significant difference between the mean response of students and teachers on the strategies to motivate student choice in woodwork trade in Vocational and technical colleges in Minna, Niger State.

Discussion of the Findings

The Factors Affecting Students Choice of Woodwork Trade in Vocational and technical School in Niger State

Table 1 presents the finding on the Factors Affecting Students Choice of Woodwork Trade in Vocational and technical in Niger state. According to Ozioma (2011) the Federal Government wants technical education to occupy a prominent position in our schools; Nigerian schools pay little or no attention to technical education, teachers and students seem not to understand what it is all about and consequently develop some contempt and aversion for technical courses and subjects, teachers, and students now makes technical education to be unhealthy. However, many of the occupation and trades in technical education are regarded as ignoble and unbecoming, an average Nigerian parent does not want his son or

daughter to earn a living as a full time farmer, plumber, brick/block layer, carpenter and woodwork. For many Nigerians, these trades are for the poor and underprivileged (Ozioma, 2011). Inadequate funding of vocational institutions has caused the turning out of half baked graduates because there is no fund to build and maintain workshops, laboratories or even purchase modern equipment (Osuala, 2012). Staffing of Woodwork trade is generally inadequate because of poor funding. Experienced and skilful teachers may not be employed. Those that are employed, because of poor remuneration do not stay long in the teaching profession, but drift to some other more lucrative jobs especially in the industries and abroad. Consequently, inexperienced and unqualified technical teachers are employed thereby lowering academic standard, resulting to wastage in the achievement of Woodwork trade goals (Agbionu, 2003). Inadequate funding of Vocational technical institutions has often caused a lot of difficulties in the payment of staff salaries. It has also resulted to the retrenchment of teachers or retirement of teachers at early age. Furthermore, Momoh (2012) and Mohammed (2001) observed that government lack of commitment to Woodwork trade and inadequate funding has weakened Woodwork trade in Nigeria. A direct consequence of this is that while the number of Woodwork trade institution is dwindling that of general education is growing in bounds (Momoh, 2012).

Table 2 is the data of findings on the strategies to motivate student choice in woodwork trade in vocational and technical colleges in Minna, Niger state. The findings gotten from this, shows, Teachers should become a role model for student interest, give students as much control over their own education as possible, encouragement from the societal attitude towards woodwork trade. Adewale (2009) The Students with and without special needs, often suffer from a lack of motivation when it comes to learning. This lack of motivation can impact the students in the classroom in many ways. Developing strategies to address the student's lack of motivation is vital to school success. Motivation comes in two forms: intrinsic motivation and extrinsic motivation. Intrinsically motivated students are naturally motivated to do their work. Extrinsically motivated students are motivated by external rewards.

Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.

Intrinsic motivators have shortcomings, efforts at fostering intrinsic motivation can be slow to affect behaviour and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students in order to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the instructor is interested in the subject to begin with.

Extrinsic motivators include parental expectations, expectations of other trusted role models, earning potential of a course of study, and grades (which keep scholarships coming). Extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require extensive knowledge of individual students.

Extrinsic motivators can often distract students from learning the subject at hand. It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level. Also, extrinsic motivators typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation.

Furthermore, research indicates that extrinsic rewards can have a negative impact on intrinsic motivation. In one series of experiments, psychologist Edward Deci had two groups of college students play with a puzzle called Soma. One group of students was paid for each puzzle they solved; the other wasn't. He found that the group that was paid to solve puzzles stopped solving puzzles as soon as the experiment—and the payment—ended. However, the group that wasn't paid kept solving the puzzles even after the experiment was over. They had found the puzzles intrinsically interesting. Deci argued that the group that had been paid to solve puzzles might have found the puzzles intrinsically interesting as well, but the extrinsic, monetary reward had reduced their intrinsic interest.

Conclusion

Inadequate funding of vocational institutions has caused the turning out of half baked graduates because there is no fund to build and maintain workshops, laboratories or even purchase modern equipments (Osuala, 2012). Staffing of Woodwork trade is generally inadequate because of poor funding. Experienced and skilful teachers may not be employed. Those that are employed, because of poor remuneration do not stay long in the teaching

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