



*Assessment of Students Attitudes towards ... Abdulraheem. 7. (2026)*

## **Assessment of Students Attitudes towards Learning of Technical and Vocational Education Subjects among Technical Colleges in Niger State, Nigeria**

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### **Abstract**

*“The study investigated the attitudes of students towards Technical and Vocational Education subjects in Niger State. The study used the descriptive research design technique with a total of two hundred respondents. The population comprised of students in Vocational and Technical Colleges in Niger State. Questionnaires were used to elicit the views of the students. The data were analyzed using frequency counts and percentages. The result of this study revealed that parents’ role have impact in student’s attitudes towards Vocational and Technical Education subjects which shows that family is very important in choice of career because parents’ explicitly expressed opinion about their children’s occupational choice. The researcher recommended based on the findings that parents should stimulate their children cognitively at home to supplement the school efforts to make them mentally capable and alert for any profession of their choice. They should also work hand-in-hand with the school so as to guide their children’s development and pursuance of career or of profession of their choice so as to be useful citizens of their country.”*

KEYWORDS: Attitudes, Technical and Vocational, Education, Subjects

### **Introduction**

The provision of vocational and technical schools has a long history in the world. Before the industrial revolution (between 1750 and 1830) in Europe the home and the apprenticeship system were the principal sources of vocational education. European societies were later forced by the decline of handwork and specialization of occupational functions to develop institutions of vocational education (Duffy, 1967). In Africa, Vocational and Technical education was in form of apprenticeship system whereby learners/apprentices acquire vocational skills before the arrival of the colonial masters. In most African societies, the youth (men and women) were trained in technical vocations such as pottery, weaving, mat making, wood carving, traditional medicine by their parents, family friends and relatives who were masters of the crafts (Fafuwa, 1974). However, everything changed when the European colonialists set up formal vocational schools for those interested in learning particular trades. The reason behind was to recognize the learners officially and employ them in their field to assist in technical works. Vocational and Technical education is therefore designed to prepare individuals for specialized skills, abilities, trade, industries, agriculture, business for self-reliance and it is generally linked with manual and practical skills and commonly does not include academic abilities (Ozioma, 2011). Vocational and Technical Education (VTE) are tools an individual can use to self-sufficient, financially, socially and economically. It is training for useful employment in trade, industries, agriculture, business and home making etc. the emphasis on Vocational and Technical Education is to prepare one self-reliance. American vocational association (AVA, 1971), sees vocational subjects as those designed to develop skills, abilities, understanding, attitude, work habit and appreciation encompassing knowledge and information needed by any worker to enter and make progress in employment on a useful and productive basis. It contributes to the production of good citizens by developing their physical, social, civic, cultural and economic competences.



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The advent of formal education in Nigeria neglected vocational and technical education to an extent. During the colonial government, the Christian missionaries and government that established viewed elementary and secondary schools as far more important to the school for administrative conveniences to the detriment of Vocational and Technical education. It was between 1925 and 1935 that a number of bigger industrial firms like UAC, Nigeria Railway Corporation and P & T established their technical training centers' where they trained artisans in their specific industries. Later, few trade centres were established by government: one at Yaba in 1937 and others were established in 1948 at Sapele, Kaduna, Bukuru and Enugu respectively. After Nigeria's independence, there was a growing interest in vocational education by different regional governments. The Northern region established twelve craft centres and three technical colleges all over the region. Eastern region government established four trade centres at Osogbo, Oyo, Owo and Ijebu Ode respectively. Women occupational centre was located at Abeokuta. In Lagos, apart from Yaba trade centre, Yaba College of Technology was established in 1932 as Yaba Higher College which was the first post-secondary institution in Nigeria. Al-Sad (2007) in his investigation noted that low status of Technical Education and Vocational Training in the society affects students' attitude towards it. Also, the study revealed that most of the students have neutral attitude towards Technical Education and Vocational Training. Other factors like parental influence, siblings and peer groups influence contributes to their attitude towards Technical Education and Vocational training. Results of Awang, Sail, Alavi and Ismail, (2011) that equivalency of Technical and Vocational Education with general education, social status in society and application of course content are important factors to attract students. Ozioma (2011) also found out in research that socioeconomic status of parents', gender and lack of career counselor in schools impact on student's choice towards Vocational and Technical Education. Ohiwerei and Nwosu (2009) found out that political and economic condition of a country, career which pays more and peer groups are the factors which affect on students' attitude towards Technical and Vocational Education.

### **Objectives of the Study**

1. Determine if parents' pole have impact on the students' attitude towards technical and vocational education subjects
2. Assess the influence of peer groups on students' attitude towards technical and vocational education subjects
3. Examine teachers' influence on students' attitude towards technical and vocational education subjects

### **Research Questions**

The following research questions shall be considered relevant for the purpose of this research:

1. Will parents' pole have impact on the students' attitude towards technical and vocational education subjects?
2. What are the effects of peers on students' attitude towards technical and vocational education subjects?
3. Will teachers' influence have impact on students' attitude towards technical and vocational education subjects?

### **Methodology**

The following are the sub-headings under which this chapter focused on; the research design, population, sample and sampling techniques, research instrument, validity of the instrument, administration of the instrument and data analysis.



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**Research Design**

The descriptive survey design of the survey type was used to carry out this study. This method was chosen because it enabled the researcher to sample the opinion of a large sample.

**Population of the Study**

For the purpose of this research study, the population comprised of students in some secondary schools of Niger State, Nigeria.

**Sample and Sampling Techniques**

The researcher used random sampling technique. This indicates that all the students who constituted the population have equal chance of being selected in the sample for the study.

**Research Instruments**

The instruments used for the study was questionnaire which was titled, “Attitudes of Students’ towards Technical and Vocational Education Subjects (ASTVES)”. The questionnaires were divided into two sections: Section A focused on demographic while section B focused on general questions.

**Validity of the Instrument**

The validity of the instrument was ensured by the lecturers in the department of Vocational and Technical Education, lecturers in the Test and Measurement department and a chief lecturer who later evaluated and approved the instrument used by the researcher.

**Reliability of the Instrument**

The reliability of the instrument was measured by using test re-test method. The instrument was administered on a set of twenty students’ outside the sample subjects. The administration was done within two weeks interval. That is, the instrument was administered on the said selected subject twice. The reliability coefficient of 0.71 was obtained which made the research instrument reliable for the study.

**Administration of the Instrument**

The researcher got approval from the school management where the questionnaires were administered in order to have access to the respondents. The researcher collected and collated questionnaires administered and responded to them. They were all collected back by the researcher.

**Data Analysis**

The data generated through the administration of the questionnaires were analyzed by the use of frequency counts and percentages.

**Presentation of Results**

This phase represents the analysis of data collected and discussion of results of the findings on, “Attitudes of students’ towards Technical and Vocational Education subjects in Niger State, Nigeria”. For the study purpose of the research work, a sample population of two hundred questionnaires (200) were used all the questionnaires were administered and, all the (200) questionnaires were returned. Below are the analyses of the responses.

**Descriptive Analysis of Data**

**Table 1: Sex of Respondents**

Sex	M	F	Total
Frequency	89	111	200
Percentage (%)	44.5%	55.5%	100%

Table 1 above shows that 89 respondents which represents 44.5% of the total population sample are males, 111 respondents which represents 55.5% are females. This shows that there are more females participants in the research study.



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**Table 2: Class of Respondents**

Class	SS 1	SS 2	SS 3	Total
Frequency	60	70	70	200
Percentage (%)	30%	35%	35%	100%

Table 2 above shows that 60 respondents which represent 30% of the respondents are from SS 1, 70 (35%) are from SS 2, while 70 respondents which represents 35% are in SS 3.

**Research Questions**

Three research questions earlier in the study were answered using frequency counts and percentages as stated in the Methodology of this study.

**Research Question 1:** Will parents' roles have impact on students' attitude towards technical and vocational education subjects?

**Table 3: Analysis showing impact of parents' roles on students' attitude towards technical and vocational education subjects.**

S/N	ITEMS		SA	A	D	SD	Total
1	Failure of parents to support in vocational and technical education is because of their financial status	<i>f</i>	110	80	10	-	200
		%	55.0	40.0	5.0	-	100
2	My parents' fail to provide relevant textbooks on vocational and Technical subjects for me.	<i>f</i>	2	13	57	128	200
		%	1.0	6.5	28.5	64.0	100
3	I will perform better if I take after my parents' profession.	<i>f</i>	30	74	46	50	200
		%	15.0	37.0	23.0	25.0	100
4	My parents' force me to participate in technical and vocational classes	<i>f</i>	3	46	137	14	200
		%	1.5	37.0	23.0	25.0	100
5	I find it difficult to make a right choice of subjects without may parents' advice.	<i>f</i>	18	73	51	58	200
		%	9.0	36.5	25.5	29.0	100

Table 3 shows that 110 respondents which represents 55.0% of the total sample agreed that failure of parents to support in vocational and technical education is because of their financial status, 80 (40.0%) agreed, 10 (5.0%) disagreed to the opinion. Two (2) respondents which represents 1.0% respondents strongly agreed that their parents failed to provide relevant textbooks on vocational and technical education for them, 13 (6.5%) agreed, 57 (28.5%) disagreed and 128 (64.0%) respondents strongly disagreed. 30 (15.0%) respondents strongly agreed that they will perform better if they take their parents' profession, 74 (37.0%) agreed, 46 (23.0%) disagreed and 50 (25.0%) respondents strongly disagreed. Three (3) respondents which represents 1.5% respondents strongly agree that



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their parents forced them to participate in technical and vocational classes, 46 (23.0%) agreed, 137 (68.5%) disagreed while 14 (7.0%) respondents strongly disagreed. 18 respondents which represents 9.0% respondents strongly agree that they find it difficult to make right choice of subjects without their parents' advice, 73 (36.5%) agreed, 51 (25.5%) disagreed while 58 (29.0%) respondents strongly disagreed.

**Research Question 2:** what are the effects of peers on students' attitude towards technical and vocational education subjects?

**Table 4: Analysis showing effects of peers on students' attitude towards technical and vocational education subjects.**

S/N	ITEMS		SA	A	D	SD	Total
1	My social status with my peers (that are not enrolled in vocational education) will go down if I enroll in a technical and vocational education course.	<i>f</i>	4	23	101	72	200
		%	2.0	11.5	50.5	36.0	100
2	I attend technical and vocational classes because mostly all my friends also attend the classes.	<i>f</i>	16	27	59	98	200
		%	8.0	13.5	29.5	49.0	100
3	Vocational education courses equipped my peers in higher classes with specific job skills needed to secure a job.	<i>f</i>	84	73	25	18	200
		%	42.0	36.5	12.5	9.0	100
4	Vocational education motivated students to graduate and continue their education beyond the secondary school level.	<i>f</i>	67	61	64	8	200
		%	33.5	30.5	32.0	4.0	100
5	I find it difficult to make a right choice of subjects without my parents' advice.	<i>f</i>	27	63	84	26	200
		%	13.5	31.5	42.0	13.0	100

Table 4 shows that 4 respondents which represents 2.0% of the total sample strongly agreed that their social status with their peers (that are not enrolled in vocational education) will go down if they enroll in vocational education course, 23 (11.5%) agreed, 101 (50.5%) disagreed and 72 (36.0%) strongly disagreed to the opinion. 16 respondents which represents 8.0% respondents strongly agreed that they attend technical and vocational classes because mostly all their friends also attend the classes, 27 (13.5%) agreed, 59 (29.5%) disagreed and 98 (49.0%) respondents strongly disagreed. 84 (42.0%) respondents strongly agreed that vocational education courses equipped their peers in higher classes with specific job skills needed to get a job, 73 (36.5%) agreed, 25 (12.5%) disagreed and 18 (9.0%) respondents strongly disagreed. 67 respondents which represents 33.5% respondents strongly agreed that vocational education motivates students to graduate and continue their education beyond the secondary school level, 61 (30.5%) agreed, 64 (32.0%) disagreed while 8 (4.0%) respondents strongly disagree. 27 respondents which represents 13.5% respondents strongly agreed that their friends attending vocational classes uses the opportunity of knowledge gained to do petty



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jobs and earn money, 63 (31.5%) agreed, 84 (42.0%) disagreed while 26 (13.0%) respondents strongly disagreed to the opinion.

**Research Question 3:** Will teachers' influence have impact on students' attitude towards technical and vocational education subjects?

**Table 5: Analysis showing impact of teachers' influence on students' attitude towards technical and vocational education subjects.**

S/N	ITEMS		SA	A	D	SD	Total
1	The study of vocational and technical education affect the general performance of secondary school students in Nigeria positively due to teachers' method of teaching.	<i>f</i>	102	74	17	7	200
		%	51.0	37.0	8.5	3.5	100
2	The study of vocational and technical education affects the general performance of secondary school students in Nigeria negatively due to teachers' method of teaching.	<i>f</i>	8	27	59	106	200
		%	4.0	13.5	29.5	53.0	100
3	Vocational education teachers should have bigger classes than other teachers because extra work in the laboratory and equipment management.	<i>f</i>	94	72	25	9	200
		%	47.0	36.0	12.5	4.5	100
4	School counselors, teachers and principals should all have a good knowledge and understanding of vocational education programs and courses.	<i>f</i>	101	86	13	0	200
		%	50.5	43.0	6.5	0	100
5	Only certified vocational education instructors should teach vocational education courses.	<i>f</i>	86	75	31	8	200
		%	43.0	37.5	15.5	4.0	100

Table 5 shows that 102 respondents which represents 51.0% of the total sample strongly agreed that the study of vocational and technical education affects the general performance of secondary school students in Nigeria positively due to teachers' method of teaching, 74 (37.0%) agreed, 17 (8.5%) disagreed and 7 (3.5%) strongly disagreed to the opinion. 8 respondents which represents 4.0% respondents strongly agreed that the study of vocational and technical education affects the general performance of secondary school students in Nigeria negatively due to teachers' teaching method, 27 (13.5%) agreed, 59 (29.5%) disagreed and 106 (53.0%) respondents strongly disagreed. 94 (47.0%) respondents strongly agreed that vocational education teachers should have bigger classes than other teachers because extra work in the laboratory and equipment management, 72 (36.0%) agreed, 25 (12.5%) disagreed and 9 (4.5%) respondents strongly disagreed. 101 respondents which represents 50.5% respondents' strongly agreed that school counselors, teachers and principals should all have a good knowledge and understanding of vocational education programs and courses, 86 (43.0%) agreed, 13 (6.5%) disagreed while none of the respondents strongly disagreed. 86 respondents which represents 43.0% respondents strongly agreed that only certified vocational



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education instructors should teach vocational education courses, 75 (37.5%) agreed, 31 (15.5%) disagreed while 8 (4.0%) respondents strongly disagreed to the opinion.

### **Discussion of Findings**

Bakshi (2005) argued that in attitude building, it is critical for an individual to be fully knowledgeable. Individuals, who have the knowledge of the best methods and processes and can implement the same in the right frame of mind produce world class products and can give world class services. In today's environment, the knowledge needs to be updated from time to time through various trainings and development programs. Furthermore, Edward et al. (2008) contented that in choosing vocational or other options, there is a range of factors influencing young people in their decision-making. These are the availability of opportunities, the influence of others, family members, peers, teachers, career officers have interest in the subjects' quantity and quality of information available. Thus, the guidance and counseling to students becomes an essential aspect. The findings showed that parents' role have impact on student's attitude towards technical and vocational education subjects which shows that family is very important in choice of career because parents' explicitly expressed opinion about child's occupational choice. Thus, there is relationship between parental influence and student's technical and vocational choices (Durojaye, 2002).

The research findings also revealed that some students will perform better he/she takes after father's profession as quoted by Okeke (2001) on the relationship between parents' occupations and the children's occupational preferences, that 52% of children are interested in their parents' occupation. Aloo, Imatwai and Nyang Ori (2011), concluded that teachers' training at higher levels has not been vigorously pursued in states. The situation is unbecoming of a country like Nigeria where the policy is being oriented towards science and technology. The fact that there are many unqualified teachers in the colleges implies that qualified teachers are in short supply to the colleges. Also, Adeyemi (2009) and Nkeke and Dollah, (2011) calls for more recruitment of teachers to fill the vacancies. Although high teacher-students' ratios have been found to be significantly related to students' poor academic performance (Afolabi, 2000), Adeyemi (2012) and Ibadin (2010) a situation whereby students' enrolment continues to increase in technical colleges in the state leaves more to be desired. The ratio were not however in agreement with the National Board for Technical Education (2008) that recommended teacher-student ratio of between 1:15 to 1:20 for practical oriented trade courses, such as woodwork, metal work, electronics work practices. Between 1:18 and 1:25 for practice-oriented core courses in the general sciences such as Biology, Chemistry, Physics: And giving a ratio of 1:12 as average (NBTE 2000). The findings also revealed that it is advisable to examine one's personality while making choice of career (Odebunmi, 2000). In conclusion, there are many factors influencing attitude of secondary school students' towards technical and vocational education such as parental influence, peer influence and teachers' influence.

### **Conclusion**

The study has revealed that students' positive attitude formation towards vocational and technical education subjects is due to their awareness that they are no less intelligent than students in other subject areas. Vocational and technical subjects also help students in the area of self development. The Chinese proverb says: "what I hear, I forget, what I see, I remember, what I do, I understand". Students will begin to see vocational and technical education as short-cut to self employed. It would also educate parents' and the teachers about their wrong notion that less intelligent drop-out or less privileged students take to vocational and technical education.

### **Recommendations**



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Based on the findings, the following recommendations are made that:

1. Government should provide adequate manpower in the area of qualified technical instructors to boost vocational and technical education.
2. Government should provide basic infrastructure like electricity, water and good laboratories and workshops to facilitate better attitude towards the study of vocational and technical education courses.
3. The study will be of value to the curriculum planners in Niger state in improving the policies on vocational and technical education programs so as to fast-track the technological developments.
4. The idea or belief that vocational and technical education fort dropped-out or less intelligent students should be cancelled.
5. Vocational and technical education for students will motivate the use of their hands and creative talents to encourage self employment.
6. The school counselors and teachers alike should organize workshops or career talks, career week programs in schools in other to sensitize their students' on the need to have positive attitude towards vocational and technical education subjects.

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