

VOCATIONAL EDUCATION AND DEVELOPMENT: A PREREQUISITE FOR HIGH PRODUCTIVITY IN TEACHING

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ABSTRACT

The paper discussed the role of vocational education in enhancing productivity in teaching, the success of any educational institution depends to a large extent on the caliber of its teachers with the right qualification and skills, ready to offer sacrifice at any point in time irrespective of the remuneration enhances productivity. It is observed that productivity depends heavily on the attitudes, knowledge and skills of people. Teachers today do not see competence and productivity as a means of achieving development but considers the remuneration and the benefits of labour as more important to the sacrificial profession to which teacher have pledge allegiance. This paper enumerates that productivity in teaching as an aspect of development for both the teacher and the student, productivity include apprenticeship, career counseling, coaching, and mentoring as part of vocational education. This paper suggests that there is need for reforms in teaching, such as production of high motivated conscientious and efficient classroom teachers for all levels of our educational system. Incorporating vocational education and skills development in the teaching profession will enhance productivity in teacher education.

Key words: Vocational education and productivity.

Introduction

Teaching has been an act that has existed from time immemorial, adding vocational education and development will produce high indispensable act that is done consciously and unconsciously is a thing done on daily basis to enhance development. In education, a teacher (or, in the US,

educator) is a person who provides schooling for pupils and students. A teacher who facilitates education for an individual student may also be described as a personal hector. The role of a teacher is often formal and ongoing carried out by way of occupation or profession at a school or other place of formal education.

((<http://en.wikipedia.org/wiki/>

teacher). In many countries including Nigeria, a person who wishes to become a teacher must first obtain professional qualification or credentials from a university or college. These professional qualifications may include the study of pedagogy. The science of teaching. Teacher may have to continue their education after the basic qualification. Teachers may use lesson plan to facilitate a students learning, provide a course of study which is called the curriculum.

A teacher role may vary among cultures. Teachers may provide education instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion or spirituality, civil, community roles or life skills.

The teaching profession has many dimensions and its productivity depends on vocational education and development to produce formal teachers, that is those teachers in school (classroom settings). Informal teachers which include parents or sibling or within a family, or by any one with knowledge or skills in the wider community setting. Religious teachers such as malams, Rabbis Pastors / Youths pastors, Ulamas etc.

Theoretical framework

Vocation training and education have been grossly defined by authorities for instance Denga (1983) opines that vocational and teaching education in broad sense is any form of education which specifically prepare an individual to perform in his/ her chosen occupation. He sees vocational training as education which is designed to teach skills, develop aptitudes, attitude and competence that are requisites to success in a given occupation. Vocational training is conceived as that portion of education which goes further than general education by delineating in a more specialized manner with the development of occupation competency.

Vocational training can be valued as education for occupation preparation. It is the education that is necessary for effective employment in a career. It is the education that can be given to persons of all ages. It is given to those who are in school and those out in the labour market. Okorie (2001) defined vocational education as a specialized education which is designed to prepare the learner into a particular vocation or to up grade only employed ones. Datol, Danwanzan, Nyapson, Padung, Bentu and Okwori (2004) see vocational education as that education which develops mental and physical

qualities of learners and which increases their skill, knowledge, attitude and makes them use every part of the network resources for economic development and to significantly develop and improve the self and others. Such skills, knowledge and attitudes would provide equal opportunities for youths and adults to become employable and maintain their employable status regardless of the economic and social change that affect them.

Development is an activity which focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

(http://en.wikipedia.org/wiki/training_and_development download 3/17/2011).

Training and development encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty (1995) note that these ideas are often considered to be separate although interrelated activities.

In the context on this study education is an activity that focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against these jobs. (http://en.wikipedia.org/wiki/training_and_development)

Teaching

Teaching means to understand a subject enough to convey its essence to students. While traditionally this has involve lecturing on the part of the teacher, instructional strategies put the teacher more into role of course designer, discussion facilitator and couch, and the student more in to the role of active learner discovering the subject of the course. In any case, the goal is to establish a sound knowledge base and skill set on what students will be able to build as they are exposed to different life experience According to Harrison (2005) noted that Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand retain and pass to other students.

The National Policy on Education (2004:39) highlights the main thrust of the ongoing reform in Teacher Education in Nigeria thus:

- Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
- encourage further the spirit of inquiry and creativity in teachers;
- help teachers to fit into the social life of the community and the society at large and

- enhanced their commitment to national goals;
- provide teachers with the intellectual and professional background adequate for their assignments and make them adaptable to changing situations;
- Enhance teachers' commitment to the teaching profession.

Uncommon Concerns in Teaching

Ivan and Paulo (1917) instituted some common concerns in teaching as follows:

1. Children may receive sub standard education from non credentialed, uneducated caregivers or educators.
2. Children would not learn the things they need to know in their adult life.
3. A child may not learn the same things as a regular schooling peer does unless an educational professional control what material is covered.
4. Children experience inadequate teaching materials and incompetent teaching staff.
5. Children experience unstable staff, employees who are in the teaching profession look for greener pasture and abandoned the classrooms.

6. Politicizations of education.
7. Poorly equipped laboratories, and class rooms.
8. the problem of relating to curriculum to national power needs such as vocational training and development
9. Diversification of the education system from skilled oriented students to theories and information based studies.
10. Poor state and nations economy: SAP, FEW, and the training of education system.

Productivity in Teaching

Teaching methods are either on the job implemented outside the organization or a combination of both. The following is a brief overview of rather typical methods of development.

Apprenticeships: For centuries apprenticeship was the major approach to learning a craft. Partially during times of low employment business are eager to get any kind of help they find. Seeking apprenticeship may be a vary useful and effective way to eventually develop a new skill

Continuous learning: Continuous learning is learning how to

learn. Typically, this involves developing skills in reflection, which is the ability to continually inquire and think about experience to draw conclusions and insights.

Courses: Universities colleges and learning centers often have a large number of courses in schools. If the learner is looking to build skills then he or she must actually apply new information from these courses otherwise the learner is collecting information (hopefully knowledge) rather than building skills.

Mentoring: Hopefully, learner find experienced managers in the work place who are willing to take learners “under their wings” and provided on going coaching and mentoring.

<http://en.wikipedia.org/wiki/methods>. Download Thursday 3/17/2011.

Vocational Education

Denga (1983), Korie (2001) and Datol (2004) have outlined the following vocational education skills which enhance productivity with the following characteristics:

1. The learner is trained or prepared for promotion or advancement/ development
2. The training environment is the same as the working environment of such an occupation.
3. The job which learner is being trained upon is carried on the same way as the occupation itself.
4. The learner is trained specifically on manipulative habits and thinking habit required in the occupation itself.
5. The training given to the individual is needed by the individual and can profit from it.
6. Every adequate repetitive training experience from the occupation and forces the habit of doing and thinking to the degree necessary for employment.
7. The lectures for instructor must be a master of the skills and knowledge.
8. the training is given on actual jobs and not exercises only
9. The ability of the individual to use his training for gainful employment
10. Vocational education is oriented toward the acquisition of practical skills, hence training should be on real jobs and not on pseudo.

Conclusion

There are variety of bodies to instill, preserve and update the knowledge and professional standing of teachers such as Nigerian Northern Education Initiative (NEI), United State Agency For International Development (USAID) and other state and local bodies. Around the world, many governments operate teachers colleges, which are generally established to serve and protect the pupils interest through certifying governing and enforcing the standard of practice for the teaching profession. In essence there is only one profession in the world, teaching and others. Enhancing its standards through vocational education and development is our major concern.

Recommendations

Around the world teachers are often required to obtain specialized education, knowledge, codes of ethics and internal mentoring. The paper therefore enumerates the following recommendation for high productivity in learning.

- There is need for reforms in the teaching profession so as to inculcate vocational education and skills development in the teaching profession
- The government should make available sufficient

funds for buying the equipment needs and for other activities in the teaching profession so as to equip the teacher.

- Training, workshop, and seminars including convention session etc. Are useful in particular for highly focused overviews of a particular subject or training about particular procedure.
- Workshops should be conducted that are learner oriented and should include some hands and practices by the learner, as a means to learn certain techniques or procedures.
- Miscellaneous other ways of improving teaching include training using life simulations.

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