

**QUALITY ENHANCEMENT MECHANISMS IN VOCATIONAL
EDUCATION AND THE DEVELOPMENT OF MODERN WORK-
RELATED SKILLS AMONG UNDERGRADUATES IN UNIVERSITY OF
CALABAR**

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Abstract

The study determined the relationship between quality enhancement (performance appraisal, students' participation, ICT and staff); and modern work-related skills among undergraduates of vocational education. The study answered four research questions and tested only a null hypothesis. The expos facto research design was used in this study conducted in Calabar using University of Calabar. Population of the study comprised 32 lecturers, and 168 final year students (registered students as at the time of this research) of vocational education in the 2019/2020 academic session bringing the total population to 200. The stratified random sampling technique was used to select the sample size. The sample size was 132, comprising 21 lecturers and 111 final year vocational education students. Questionnaire tagged "quality enhancement mechanisms in vocational education and the development of

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modern work-related skills” generated data for the study. Finding based on test of the only null hypothesis indicate that significant relationship exists between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar. Based on the findings made in this study, it is concluded that quality enhancement is a major determinant of the level of skill competence among vocational education graduates for employability and sustainability in the modern work-related environment. Based on the conclusion drawn, it is recommended that stakeholders in vocational education should work collaboratively to ensure that performance appraisal, students’ participation, ICT and staff are effectively channelled as quality enhancement to ensure that vocational education graduates are prepared for the modern work-related environment.

Keywords: Quality assurance, quality enhancement, modern work-related skills, TVET.

Entrenchment of quality in vocational education goes beyond the establishment of quality assurance unit both at the institutional level and relevant body or bodies that oversee quality delivery systems. Quality enhancement actually adapts to the application of resources to practically see to the actualisation of quality assurance policies in order to produce its effect on students. This is quite imperative because the students are the reason for the existence of any academic institutions and academic programmes are actually designed to meet the learners’ need, considering the fact that they are the ones to form the workforce that will equally serve as drivers in the realisation of societal needs. The core mandate of TVET is training to equip those who enrol in it with functional and modern work-related and business skills (Okon, 2019).

Quality enhancement refers to the improvement of educational quality brought about through cycles of continuous improvement so that it becomes the culture of the educational institution. It is the implementation stage of quality assurance which refers to policies, processes and actions through which quality of a system is developed and maintained. It is at the quality enhancement level that the involvement, application and utilisation of resources come to play. Meanwhile, areas or phases of quality add to produce a system with quality outputs at the end of any programme. These include total quality management which refers to a systematic approach to the practice of management within an institution and among individuals in the institution. On the part of the institution, total quality management requires changes in the institutional processes, and strategic priorities; and at the individual level, it requires changes in the

beliefs, attitudes, and behaviours of individuals working within the institution and considered as a philosophy and guiding principles for organisational management. Integral to quality enhancement is continuous improvement which refers to long-term approach towards improvement that systematically seeks to achieve small, incremental changes in the organisational processes that lead to improvements in efficiency and quality. Quality improvement and its integral component – continuous improvement cannot be achieved without everybody handling responsibility but leaving it for a selected few. Quality enhancement is not only the responsibility of everybody, it functions with resources in diverse forms are employed and utilised optimally.

Quality assurance is viewed by Williams (2016) as the collections of policies, procedures, systems and practices internal or external to the institution designed to achieve, maintain and enhance quality. Quality assurance can be both an internal and external process. It is external in the sense that it involves quality monitoring, evaluation or review by relevant regulatory bodies. Quality assurance ensures that an educational institution and its academic programme attain specified standards. On the other hand, quality enhancement is a process of augmentation of improvement. This means that it has two strands: first it is the ‘enhancement of individual learners; the augmentation or improvement of learners’ attributes, knowledge, ability, skills and potential.’ Second, it is ‘the improvement in the quality of an institution or programme of study.’ Enhancement’ and ‘improvement’ are often used interchangeably, but can equally be used with slight difference. Improvement is often used to refer to a process of bringing an activity up to standard whereas enhancement is about raising to a higher degree, intensifying or magnifying it.

Interestingly, most times quality enhancement is used; its focus is on students’ learning. Therefore, quality enhancement can be seen as an aspect of institutional quality management that is designed to secure, in the context of the constraints within which individual institutions operate, steady, reliable and demonstrable improvements in the quality of learning opportunities. Therefore, quality enhancement is integral to quality assurance.

Quality enhancement is needed if the lofty mandate of vocational education is to be actualised, especially on the aspects of equipping undergraduates with modern work-related skills as it is the demand of industries in the 21st Century. Technical Vocational Education and Training (TVET) is widely recognized as a vital driving force for the socio-economic growth and technological development of nations. In achieving the goals and objectives of TVET in Nigeria, the quality of the programme needs to be improved and sustained (Ayonmike, Okwelle & Okeke, 2015). The authors conducted a study which ascertained the challenges and improvement strategies of attaining quality

TVET programmes in Nigerian tertiary institutions. Four research questions were raised to guide the study and four null hypotheses were tested at 0.05 level of significance using z-test statistics. The survey research design was used and a total 160 registered Nigerian Vocational Association (NVA) members participated in the study. The instrument of data collection was a questionnaire (CSQTVETQ) and data were collected by the researchers. The study revealed the following factors as challenges of attaining quality TVET programmes in Nigeria tertiary institutions: lack of required TVET facilities, poor funding of TVET programmes; poor teaching methods employed by teachers; and poor assessment of TVET students' competency. Also, the study showed that adequate funding; training and retraining of TVET teachers; provision of required TVET facilities; adequate internal and external supervision; and public private partnership are improvement strategies for quality TVET programmes in Nigeria. Thus, it was recommended that the government, stakeholders, policy makers and TVET providers in Nigeria should focus on TVET quality assurance best practices that have worked in countries around the world.

According to Akhuemonkhan and Raimi (2014), quality assurance (QA) and technical vocational education and training (TVET) are two widely discussed concepts in specialised skill-focused education. Ineffective or absence of QA has been identified by policymakers as an inhibition to the realisation of goals of TVET. Therefore, in a study, the impact of QA on TVET in Nigeria was examined. This study becomes imperative to provide a reliable assessment and research-based evidence on TVET in Nigeria. The research method is quantitative, while relying on the survey strategy for data collection. The key sample locations were Yaba College of Technology, Federal College of Education (Technical), Lagos State Polytechnic and Federal Science & Technical College, from which a sample size of 150 staff and student respondents was selected using purposive sampling technique. The returned questionnaires were analysed electronically, and the findings systematically presented using descriptive and inferential statistics. The major finding from the survey is that the impact of TVET has not been impressive because of ineffective QA at all levels. The practical implication of the paper is that for TVET to be impactful on technical progress, employability and national development there is need for the policymakers to focus on critical areas such as finance, access/participation, quality assurance and relevance of the programme to the needs of the country.

The authors are of the views that to ensure quality and standards are maintained different nations and TVET institutions (formal or informal) do have in place QA mechanisms that suite their socio-economic and educational aspirations, citing the United States of America which employs the accreditation systems as QA mechanism at

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regional, national and specialised levels for effective monitoring and coordination of educational services. Also, the authors observed that Australia created a full-fledged QA unit called Australian Universities Quality Agency (AUQA) to ensure effective quality control of educational services in tertiary institutions. Of course, Nigeria is not left out as supervisory agencies to enforce quality assurance in tertiary institutions such as NUC, NBTE, NCCE as well as relevant ministries and other agencies are established. Modern work-related skills are emphasised by employers and are equally needed for self-employment in the fast growing and competitive economy of the present era. These skills are majorly soft skills. Soft skills are set or skills, competencies, behaviours, attitudes and personal qualities that enable people to effectively navigate their environment, work well with others, perform well and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational and academic skills. Soft skills are also collection of personal, positive attributes and competencies that enhance a person's relationship, job performance and value to the market.

Communication skills are ranked high among skills employers seek from graduates. Communication skills are important to everyone. They are how we give and receive information, interact and convey our ideas and opinions with those around us in order to raise performance at work and business environment.

Communication soft skills boost graduate's performance because they help you to extract clear expectations from your manager so that you can deliver excellent work. To an employer, good communication skills are essential in fact employers consistently, rank good communication skills at the top of the list of potential employees. During an interview, for example, employers are impressed by a job candidate who answers questions with more than word answer. He interviews can be an indication to employers of how the candidates or employers will interact with supervisors, co-workers, and customers or resolve conflict when they arise. Communication skills are personal attributes that makes a graduate more likely to gain employment and be successful in their chosen occupations present employers at the national and global economics tend to recruit graduates with high communication soft skills and competencies.

Leadership skills are the strengths and abilities individuals demonstrate that help the oversee processes, guide initiatives and steer their employees towards the achievement of goals. One of the most frequently mentioned qualities that employers seek in new employees or graduates relates to leadership skills.

An employee's problem-solving skill is observed at work and determined during job performance evaluation, with an employer taking into consideration components such as quality of work, quantity of work, cooperativeness/loyalty, resourcefulness and

reliability, conduct, self-development/improvement efforts and experience to analyse each employee based on his or her merit.

Teamwork could enable the members of the team to have a higher level of emotional security, self-confidence and the ability to plan and decide with others positively. Also, it helps in creating a healthy work environment with workable agendas, creative activities, positive strategies and values. On the other hand, the absence of teamwork's concepts and strategies can lead to occupational failure, disappointment, low morale and poor productivity which threaten the entity of the organization. Employees who work in an organisation that do not have strong concept of teamwork, usually fail to deliver the expected results and to achieve the goals and visions of that organization. Some of the soft skills needed for workplace are anger management, teamwork, problem solving, communication skills, leadership and perseverance termed as interpersonal skills, and flexibility and others.

Meanwhile, this paper focuses on selected aspects of quality enhancement as they relate to skill development among graduates of vocational education. The aspects of quality enhancement under investigation are: Staff performance appraisal; students'; information and communication technology; and staff.

Staff performance appraisal, an aspect of motivation is cardinal to quality enhancement in vocational education. It therefore means that motivation is 'key' to quality enhancement (George, 2007) and; of course, it is appropriate to say that staff performance appraisal is equally key to quality enhancement. Staff performance appraisal according to George is concerned with evaluating, improving and rewarding the activities of staff in the institution aimed at creating high-performance climate. In George's view, good performance in organisations of all kinds find it motivating both to hear what they are doing as well as to learn how they can improve staff members who are committed to the success of the organisation.

Notably, George explained that such performance appraisal process should begin with the mission, goals, and individual staff role expectations. Interestingly, the mission and goals of vocational education revolve around skill development among learners. A cursory review of the meaning of staff performance appraisal further reveals the importance of evaluation. Again, evaluation itself is capable of addressing measures of achievement as to what extent the goals of vocational education have been met. This answers the question, why?

It further implies that performance appraisal requires actions. George (2007) listed such action as follows:

1. Defining staff performance expectations
2. Communicating expectations with staff

3. Creating a motivating environment using visionary leadership
4. Coaching employees before and after assessment to improve strong and weak performance
5. Assessing performance (both achievement of goals and behaviours used to get there)
6. Confronting poor performance
7. Reinforcing good performance
8. Modelling behaviours for staff to emulate

Another important aspect of quality enhancement is students' participation. In vocational education, it is sure bait to get students' interest in their learning heightened by giving them the opportunity to participate in the administrative process. The paradigm shift from emphasis on table-to-table administration to participatory administration gives students opportunity to be part of administrative process. Thus, Bajpai and Arasu (2007: 2) observed, "teachers and stakeholders offering higher quality educational service alone cannot sustain quality, rather, active participation and cooperation of students is essential." Therefore, the involvement of students in quality processes is essential to maximise effectiveness and enhance quality. The involvement of students in the administrative and evaluation of vocational education can to a large extent ensure quality assurance and enhancement, hence; the need to have students' representatives in the institutional governing bodies, policy committees, faculty and departmental committees.

Membership of such bodies and committees should not just be a formality but extended to participation in meetings as well as being allowed the freedom to lend their voices. Agboola, and Olajide (2015) in a study examined the influence of students' feedback on the quality of the teaching of science teaching in four Nigerian Universities: Obafemi Awolowo University Ile-Ife, University of Ibadan, Ibadan, Osun State University, Osogbo and Lead City University, Ibadan. This was aimed at improving students' academic performance in the science disciplines. The study adopted a survey research design. The population for the study consisted of 346 students in the Faculty of Science and Science Education and in cognate courses in the universities. The students were selected using purposive sampling technique. A 30-item questionnaire, each with likert type response format titled "Questionnaire on Influence of Students Feedback on Quality of Science Teaching" (OISFQST) was administered. Data obtained were analyzed using simple percentages, t-test and one way Analysis of Variance (ANOVA). The results showed that there was no significant difference between gender on perception of students feedback on the quality of science teaching ($t = 0.4959 > 0.05$). The results also showed that there was no significant difference between institution and

the importance of students' feedback on the quality of science teaching ($F= 9.01>2.63$). The results further showed that there was no significant difference between institution on the effect of feedback on the quality of science teaching ($F 32.97>2.63$). The study concluded that feedback by students is critical to good teaching and could bring about improvements to the faculty members and to the university at large.

This study is linked to involvement of students in appraising staff performance and other resources in vocational education. Feedback by students on the performance of the vocational education system is therefore a veritable quality enhancement and improvement.

Information and communication technology (ICT) is another important tool for quality enhancement. Its application and utilisation in vocational education is not a thing to be negotiated for as skill development among students in vocational education without the acquisition of ICT skills is to say the least, making such graduates irrelevant in the contemporary society. Through a gradual process, development has been transitional and in eras beginning from the age-long era of house-hold to agrarian economy; agrarian to industrial age; and industrial to information technology/information and communication technology age. The present era is characterised with extensive use of Internet-based communication, integrating computation, telecommunication and broadcasting. In the light of the present era, otherwise known as knowledge economy, quality enhancement in vocational education thrives with infusion, integration, and application and of course, utilisation of information and communication technology. Interestingly too, the old economy that was characterised with production of goods is seemingly being interrupted with a knowledge economy (Okon, 2019).

The grandiloquent slogan in vocation, "skill development for self-reliance" can become a paradox if vocational education staffs (academics and non-academics), especially academic staff is not on hand to drive quality enhancement. Thus, Pathak (2007: 34) remarked, "teachers are catalysts in quality enhancement." The success of vocational education in promoting skill development among graduates cannot be without commitment of staff. Thus, Pathak declared that explosion of information through information technology revolution may turn to be a bane if it is not augmented by the sagacity, wisdom and experience of a committed teacher. Similarly, the goals of vocational education as lofty as it is; and the level at which other quality enhancement mechanisms may be put in place, the actual quality enhancement as may be expressed in skill development and competence of vocational education graduates cannot be achieved with the services of qualified, committed and experience staff.

It is equally worthy of note that experience of lecturers in vocational education should be backed by innovations and creativity in progression. A lecturer may claim to have spent a good number of years, hence; claiming to be experienced but the experience may be one year repeated in those number of years. For instance, one year experience repeated in thirty years. This may be light as it is stated here but a further illustration would add to the weighty nature of this scenario. Typical example is the dogmatic attachment to the traditional method of teaching in vocational education where the use of lecture method augmented by textbook or lecture note as reference material where a lecturer developed or would have developed the very first year of handling the course and in subsequent years is still adapting information from that particular text to give students. Sometimes, the course is reallocated to another faculty member (academic staff) yet same text book is used and recommended for students year after year. If this has been the case for this vocational education course, it is one year experience repeated twenty years. Thus, Pathak, p. 37 remarked, “a teacher may profess to hold fifteen years’ experience, but this experience is means nothing if it is one year’s experience repeated fifteen times.”

The mechanisms of quality enhancement deciphered above are in exhaustive. However, the four highlighted: Staff performance appraisal; students’; information and communication technology; and staff are very critical in driving quality of skills acquired or that should be acquired by vocational education graduates. Unfortunately, these mechanisms seem to be ignored. Consequently, more attention seem to be paid on the policy (either quality assurance and the establishment of quality unit) at different levels and bodies in charge of quality assurance to the detriment the drive to engage everybody and relevant resources at the departmental level that directly shapes the course of vocational education delivery in view of effectively exposing students to skill development. The foregoing constitutes serious setback in skill development among vocational education students and a further setback in the achievement of the goals of vocational education thus, constituting a major problem which this study addresses.

The study therefore achieved four specific objectives: To determine the relationship between:

1. Staff performance appraisal and the development of modern work-related skills among undergraduates in vocational education in University of Calabar.
2. Students’ participation and the development of modern work-related skills among undergraduates in vocational education in University of Calabar.
3. Information and communication technology and the development of modern work-related skills among undergraduates in vocational education in University of Calabar.

4. Staff and the development of modern work-related skills among undergraduates in vocational education in University of Calabar.

The study sought answers to the following research questions:

1. What is the nature of relationship between staff performance appraisal and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?
2. What is the nature of relationship between students' participation and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?
3. What is the nature of relationship between information and communication technology and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?
4. What is the nature of relationship between staff and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?

The study tested only a null hypothesis:

- H₀ There is no significant relationship between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

Research methods

The ex post facto research design was used in this study justified by the fact that quality enhancement mechanisms is expected to have been put in place or already exist since it is part of the requirement for mounting vocational education programme in any institution and in the University of Calabar, vocational education is not a new programme. Besides, academic programmes in the department Agricultural Education, Business Education and Home Economics have been experiencing accreditation and monitoring; except Home Economics that has been assessed but soon to face accreditation.

The study was conducted in Calabar using University of Calabar. The choice of this area is to provide the basis for expanding the search to a wider area of the study in subsequent researches. The University of Calabar is situated in the historic city of Calabar, the Cross River State capital, a position it has retained from pre-independent Nigeria which it served as the first capital briefly during the then Protectorate of Southern Nigeria. Calabar was also the capital of the defunct South-eastern Nigeria and

the old Cross River State until 1987 when Akwa Ibom State was carved out. It is the last flank of South-south Nigeria situated along the coast of Atlantic Ocean southerly, and surrounded by nearest Odukpani and Akpabuyo Local Government areas to the North and East and Calabar River that stretches westward to its bank by Akwa Ibom State.

Population of the study comprised 32 lecturers, whose rank ranges from assistant lecturer to professor and 168 final year students of vocational education in the 2019/2020 academic session bringing the total population to 200. The decision to use final year students is based on their levels; having offered almost all courses required by them and with few months to graduates into the labour markets.

The stratified random sampling technique was used to select the sample size since vocational education has three component academic programmes, thus forming three strata on which the sample size was selected. The sample size was 132, comprising 21 lecturers and 111 final year vocational education students. The strategy adopted for the selection was based on a Krejccie and Morgan (1970) Table of Sample Determination.

Questionnaire tagged “quality enhancement mechanisms in vocational education and the development of modern work-related skills” generated data for the study. The questionnaire comprised 50 items rated in a four-point scale. The questionnaire was duly validated and the reliability coefficient determined. The questionnaire was administered on both vocational education lecturers and students.

The four research questions were answered using weighted mean based on item-by-item while the only null hypothesis was tested using Simple Linear Regression analysis. Answers to the four research questions are interpreted as follows:

Very low (positive) relationship (VLR_{tve}) = .01 – 1.4

Low (positive) relationship (LR_{tve}) = 1.5 – 2.4

High (positive) relationship (HR_{tve}) = 2.5 – 3.4

Very high (positive) relationship = 3.5 - 4

N/B: any negative value indicate negative (-ve) relationship

Results

Research question one

What is the nature of relationship between staff performance appraisal and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?

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Table 1: Item-by-item analysis of the nature of relationship between staff performance appraisal and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

S/N	Item	Weighted Mean	Remark
1.	Performance appraisal requires actions on Defining staff performance expectations	3.01	HR
2.	Performance appraisal requires actions on communicating expectations with staff	2.43	LR
3.	Performance appraisal requires actions on creating a motivating environment using visionary leadership	2.76	HR
4.	Performance appraisal requires actions on coaching employees before and after assessment to improve strong and weak performance	2.9	HR
5.	Performance appraisal requires actions on assessing performance on achievement of goals Performance appraisal requires actions on behaviours used to achieve goals	2.76	HR
6.	Performance appraisal requires actions on confronting poor performance	2.76	HR
7.	Performance appraisal requires actions on reinforcing good performance	2.62	HR
8.	Performance appraisal requires actions on modelling behaviours for staff to emulate	2.57	HR
Average		2.73	HR

Result presented in Table 1 shows item-by-item analysis of the nature of relationship between staff performance appraisal and the development of modern work-related skills among undergraduates in vocational education in University of Calabar using weighted mean. All items indicate positive relationship. Again, out of the eight items, only one shows a low relationship and the rest high relationship between staff performance appraisal and the development of modern work-related skills among undergraduates in vocational education in University of Calabar. Meanwhile the entire items indicate that the nature of relationship between staff performance appraisal and the development of modern work-related skills among vocational education undergraduates in University of Calabar is high and positive with a weighted mean of 2.73.

Research question two

What is the nature of relationship between students' participation and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?

Table 2: Item-by-item analysis of the nature of relationship between students' participation and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

S/N	Item	Weighted Mean	Remark
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9.	Students' participation is implemented in vocational education	2.52	HR
10.	Students' participation is sure bait to get students' interest in their learning	2.9	HR
11.	Students participate in the administrative process of vocational education	2.52	HR
12.	Students' participation is a paradigm shift from emphasis on table-to-table administration to participatory administration	2.38	LR
13.	Active participation and cooperation of students is essential to the achievement of goals of TVET	2.48	LR
14.	Involvement of students in quality processes is essential to maximise effectiveness	2.57	HR
15.	Involvement of students enhances quality	2.62	HR
16.	The involvement of students in the administration ensure quality enhancement	2.43	LR
17.	Feedback by students on the performance of the vocational education is quality enhancement	2.29	LR
	Average	2.52	HR

Result presented in Table 2 shows item-by-item analysis of the nature of relationship between students' participation and the development of modern work-related skills among undergraduates in vocational education in University of Calabar using weighted mean. All items indicate positive relationship. Again, out of the nine items, four shows a low relationship while five show a high relationship between students' participation and modern work-related skills among undergraduates in vocational education in University of Calabar. Meanwhile, the nature of relationship between students' participation and the development of modern work-related skills among vocational education undergraduates in University of Calabar is high and positive with a weighted mean of 2.52.

Research question three

What is the nature of relationship between information and communication technology and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?

Table 3: Item-by-item analysis of the nature of relationship between ICT and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

S/N	Item	Weighted Mean	Remark
18.	Information and communication technology (ICT) is an important tool for quality enhancement	2.14	LR
19.	Application of ICT skills makes graduates relevant in the contemporary society	2.19	LR
20.	Vocational education in the present era makes extensive use of Internet-based communication	2.71	HR
21.	ICT is integrated in vocational education delivery	2.52	HR
22.	Vocational education is adequately equipped with computer systems	2.43	LR
23.	The level of utilisation of Internet in vocational education is high	2.57	HR

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24.	Access to computer laboratory is liberal	2.52	HR
25.	Computer laboratory in vocational education is adequately equipped with technical staff	2.57	HR
	Average	2.46	LR

Result presented in Table 3 shows item-by-item analysis of the nature of relationship between ICT and the development of modern work-related skills among undergraduates in vocational education in University of Calabar using weighted mean. All items indicate positive relationship. Again, out of the eight items measured, three shows a low relationship while five show a high relationship between ICT and modern work-related skills among undergraduates in vocational education in University of Calabar. Meanwhile, the nature of relationship between ICT and the development of modern work-related skills among vocational education undergraduates in University of Calabar is low and positive with a weighted mean of 2.46.

Research question four

What is the nature of relationship between staff and the development of modern work-related skills among undergraduates in vocational education in University of Calabar?

Table 4: Item-by-item analysis of the nature of relationship between staff and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

S/N	Item	Weighted Mean	Remark
26.	Staff mix in vocational education is appropriate	2.38	LR
27.	Academic staff mix process in vocational is Appropriate	2.57	HR
28.	Academic staff members of vocational education are committed	2.48	LR
29.	Academic staff members are committed to the achievement of the goals of vocational education	2.48	LR
30.	Staff members of vocational education are Experienced	2.43	LR
31.	Vocational education is administered by staff with innovations	2.48	LR
32.	Vocational education staff members display a high level of creativity	2.48	LR
33.	Vocational education staff members are versed with research skills	2.43	LR
34.	Vocational education staff members are committed in regular research and publications	2.33	LR
	Average	2.45	LR

Result presented in Table 4 shows item-by-item analysis of the nature of relationship between staff and the development of modern work-related skills among undergraduates in vocational education in University of Calabar using weighted mean. All items indicate positive relationship. Again, out of the nine items measured, eight show a low relationship while only one shows a high relationship between staff and

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modern work-related skills among undergraduates in vocational education in University of Calabar. Meanwhile, the nature of relationship between staff and the development of modern work-related skills among vocational education undergraduates in University of Calabar is low and positive with a weighted mean of 2.45.

Statement of Hypothesis

H0 There is no significant relationship between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

Table 5: Result of Linear regression analysis of no significant relationship between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar

Variable	SE	R	R ²		
Quality Enhancement	2.14417	.593	.351		
Model	Sum of Squares	df	Mean Square	F	Significant Level
Regression (X)	323.572	1	323.572	70.38	.05
Residual (Y)	597.671	130	4.597		
Total	921.242	131			

N = 132; Critical F = 3.94; Adjusted R Square = .346

Table 5 indicates no significant relationship between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar. The calculated F-ratio of 70.38 is by far greater than the critical F-ratio of 3.94. The null hypothesis, “There is no significant relationship between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar” is rejected and the alternate hypothesis stated. This means that significant relationship exists between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar.

Major Findings/Discussion

Major findings arising from this study based on answers to the four research questions and test of the only null hypothesis are as follows:

Findings based on research questions

1. The nature of relationship between performance appraisal and the development of modern work-related skills among vocational education undergraduates in University of Calabar is high and positive.

2. The nature of relationship between students' participation and the development of modern work-related skills among vocational education undergraduates in University of Calabar is high and positive.
3. The nature of relationship between ICT and the development of modern work-related skills among vocational education undergraduates in University of Calabar is low and positive.
4. The nature of relationship between staff and the development of modern work-related skills among vocational education undergraduates in University of Calabar is low and positive.

Finding based on test of the only null hypothesis indicate that significant relationship exists between quality enhancement and the development of modern work-related skills among undergraduates in vocational education in University of Calabar.

The revelation based on the finding that significant relationship exists between quality enhancement and the development of modern work-related skills among undergraduates in vocational education has added the existing opinion of other authors. For instance, Akhuemonkhan and Raimi (2014) had earlier reported from a study carried out on quality assurance (QA) and technical vocational education and training (TVET) noting that for TVET to be impactful on technical progress, employability and national development there is need for the policymakers to focus on critical areas such as finance, access/participation, quality assurance and relevance of the programme to the needs of the country.

The authors are of the views that as different nations have their TVET institutions put in place QA mechanisms that suite their socio-economic and educational aspirations, citing the United States of America which employs the accreditation systems as QA mechanism at regional, national and specialised levels for effective monitoring and coordination of educational services, Nigeria should follow suit. This is because the findings from the study the authors conducted were not impressive.

The findings from the present study that significant relationship exists between quality enhancement and modern work-related skills among undergraduates in vocational education is an indication that quality enhancement should be held optimally in vocational education. Therefore, quality enhancement mechanisms reviewed in this study – performance appraisal, students' participation, ICT and staff, and of course, others that would be considered in subsequent researches should be put in place as these are the indices for determining success of vocational education.

Conclusion

Based on the findings made in this study, it is concluded that quality enhancement is a major determinant of the level of skill competence among vocational education graduates for employability and sustainability in the modern work-related environment.

Recommendations

Based on the conclusion drawn, it is recommended that stakeholders in vocational education should work collaboratively to ensure that performance appraisal, students' participation, ICT and staff are effectively channelled as quality enhancement to ensure that vocational education graduates are prepared for the modern work-related environment.

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