

etc. According to Ajetunmobi (2003) "The economic activities of the coastal Yoruba centered around the production of goods and services needed for arrival as well as these needed for exchange. In the pre-colonial period economy was based primarily on fishing and haunting, through farming, salt extraction arts and crafts production, as well as commerce were also important;

Along this line one needs to realize that some areas in Lagos were known centers for different economic activities and vocations over the years. At this period Badagry, Otu-Awori, Ibeju Lekki were known for mat weaving, salt making, Fishing, hunting, farming and poultry. While places like Jankara, Ido, Ewe, and Otu were locations for cloth weaving, soap making and some local confectioneries.

Different methods were adopted to train the younger ones in generation most cases the younger ones lived with their masters, as apprentices until the skills of the professions were mastered. Observation and participation are parts of the method adopted by different masters to train their apprentices.

The importance of traditional education can not be over-emphasized. Products of vocational education could be found in palaces and shrines, salt became an household item that could be used for cooking, rituals and prayers. Pots were made of different sizes which were used for serving Kola, food and for refrigeration, at times when it became necessary pots were used to bury people with hunch back. Along this line is the usefulness of mat. Mats can serve as curtain, carpet or canopy. At ceremonies, mat is generally used for sleeping.

Oratory work was also given preference in vocational training entertainment of guest at special occasion called for orators who were always showered with money.

With the arrival of the European most of these vocational centers died a natural death, firstly due to the effect of trans Atlantic slave trade and when slave trade was abolished, the European came with the idea of legitimate trade which only legitimatised the European made products. Having gone through the traditional vocational education in Lagos State, the arrival of missionaries brought about the introduction of Westernized from of Education.

The first vocational center was established in Topo in 1836 by the Catholic Mission, while other centers were establish at different location. These centers were later exalted to technical colleges which offered limited number of vocational courses.

In Colonial and early postcolonial era, vocational education was identified with vocational centers in Nigeria, also different educational policies give room for vocational education. This is unique because vocational education needs to be separated from academic studies. This creates the need for staff with the knowledge and skills to coordinate programmes on business and industry some other developments and difference educational policies recognized the establishment or vocational center.

With the implementation 6-3-3-4 system of education in Nigeria the goals of technical and vocational education shall be to:

- a) Provide trained manpower in the applied sciences technology and business, particularly at craft, advanced craft and technical levels.
- b) Provide the technical knowledge and vocational skill
- c) Give training and impart the necessary skills to individual who shall be self-reliant economically.

After independence with the development of New-National Policy of Education.

The range of courses in the technical colleges shall be as wide as possible and include but not limited to:

A) Mechanical Trades

- 1) Agricultural implements and equipment's mechanics work.
- 2) Automobile engineering practice: Auto-body repair and spray painting
- 3) Automobile engineering practice: Auto electrical work
- 4) Automobile engineering practice: Auto-body mechanics work.
- 5) Automobile engineering practice: Auto-body building.
- 6) Auto engineering practice: Part-Merchandising.
- 7) Air-Conditioning and Refrigeration: Mechanics work.
- 8) Mechanical Engineering Craft practice
- 9) Welding and Fabrication Engineering Craft practice
- 10) Foundry Craft Practice
- 11) Instrument Mechanics Work.
- 12) Marine Engineering Craft.

B) Computer Craft Practice

- 13) Computer Maintenance Work
- 14) Data Processing

C) Electrical Engineering Trades

- 15) Electrical Installation and Maintenance Work

16) Radio, Television and Electrical Work

17) Appliances Repairs.

D) Building Trades

18) Block laying, Bricklaying and Concrete Work

19) Painting and Decorating

20) Plumbing and Pipe-fitting

E) Wood Trades

21) Machine

22) Carpentry and Joinery

23) Furniture Making

24) Upholstery

F) Hospitality

25) Catering Craft Practice

G) Textile Trade

26) Garment making (Ladies/Men Dress)

27) Textile Trades

28) Dying and Bleaching

II) Printing Trades

29) Printing Craft Practices

30) Graphics Arts

31) Ceramics

I) Beauty Culture Trades

32) Cosmetology

J) Business Trades

33) Stenography

34) Type Writing

35) Store Keeping

36) Book Keeping

37) Office Practice.

K) Others

Leather Goods Manufacturing including shoe making and repairs.

(National Policy on Education, 2004).

What Is Information Technology?

Before we can deduce a clear picture of what information technology is all about, it is very important to find out the meaning of the two key words. "Information" and "Technology".

Information has been variously defined and it is a term that means different things to different people under different circumstances. Akinde and Adegunodo (2000) defined information as “an entity that arises from a set of data which have been structured and tailored toward a particular audience upon which vital decisions may be made”.

Information can also be defined as processed data with a purpose (Aluko and Akinmulegun 1999). On the other hand, technology, according to Hornby (1998) is the application of science to solving problems”. Thus information Technology refers to all those activities involved in the processing and transmission of data (CAI, CMI, Commerce etc) it encompasses all high technology activities. This is in line with Onyia’s definition of information technology and the integration of computer resources, telecommunication resources and human resources for global information sending and retrieving (Onyia, 2000).

Talking of improving teacher’s competence through technology, the views of these scholars buttress the fact that instructional outcomes will improve immensely. It is the duty of the educational technologist to analyze on instructional event or system and identify the critical points in the instructional process, and design ameliorating solutions. The function of an educational technologist to design learning systems that are hitch free in terms of communication between the teacher and the learner (Nwaboku 2006).

Akinpelu (2004) stresses that “Today’s teacher has before him an array of instructional and information technologies to enhance his competence. With additional efforts, he can make learning more attractive to learners. Studies have often demonstrated that with improved learning and instructional materials (LIMs) an appreciable increase in retention rate occurs in learners”.

The Problems that Face Vocational Education can be stated as follows:

- a) The main feature of the curriculum activities for vocational education seem not yet implemented
- b) Science and technology are not taught in an integrated manner in the schools to promote in the students, the appreciation of practical application of basic ideas.
- c) Most schools lack home economics and home management laboratory, standard equipments, for women in baking and

Teaching-learning process in Nigeria today covers two basic interpersonal activities, namely Remote and Direct activities.

• Direct Activities: These are activities involving local tutorial classes seminars and lecturer by tutors. The list of the information and communication technologies is a long one. However, some selected ones in the “New Information Technology” are discussed below:

Audio Visual Education or Audio Communication: Is the education by such means as slides, tape recordings, models, television and motion pictures. (Encyclopedia American 1995). Audiovisual materials are grouped into three; the visual devices, the audio devices and the audio-visual devices. Examples are listed below.

Visual Resources Materials: Visual resources materials are materials, which require the students, use only the sight sensory (eye) organs. Here the students only see or visualize the materials.

Audio Resource: Materials require the learners to listen to information or learning materials through the learning organ (Udoh, 1999)

Audio Visual Resource Materials: These are resources materials which permit the learners to hear and see the; learning materials as the same time. That is, the ears and eyes (organs) are engaged at the same time.

Projected Materials: Projected materials are educational materials that are shown to learners using a projector. A projector can only be used where there is electricity and an experienced person to operate it. Projected materials are used to emphasize the most important aspects of health topics in health education for example, in the teaching of cholera the teacher uses a picture to show the mode of transmission signs and symptoms of cholera.

Types of Projector:

- (i) Overhead Projector
- (ii) Slide Projector
- (iii) Opaque Projector, Chart films or movies, radio, television and computer.

Slide Projector: This is the oldest of the audio-visual equipment invented in 1643. It was known as a magic lantern (Udoh, 1999). Slides for this kind of projection are taken by camera. The pictures are produced, on small pieces of clear plastics, and are mounted on cardboard. The picture appears large against the wall or screen. The slide may be a picture of workers operating a machine in a manufacturing plant, a picture of distributive agents and other vocational related issues.

Films or Movies: Many kinds of films are made, some provide mainly information, and they look like lectures that use sound and visual aids. Some demonstrate skills, plays and show real life situations that students can learn about vocational issues that help in life styles. For example a film may show a complete package of how to prepare a Nigerian food.

Radio: Through radio information on agriculture issues are transmitted to the learners, Radio Station often prints or announces their schedule of programmes in advance. During the radio agricultural programme, the teacher and the student may discuss the topic later. The tie and die education can be made easy if instructors record the process and continue to play the

recorded instruction for students. And of each stage, students are required to ask questions and pass necessary comment.

Television: Is an audio-visual aid. It is a medium of communication primarily used for broadcasting visual impression of reality through space (Encyclopedia Americana 1995). The Hairdressing video may come directly from television station or body care information video film cassettes are brought and played with a video machine and television. The advantage of television in the dissemination of vocational information is seen in the practical form, and this makes the teaching-learning clear and better.

Computer: Computer is the most current educational material that is employed in the teaching-learning situation. Disk on office equipment are bought and played on the computer. DVD and VCD: Instruction can be prepare into packages for schools and student to make use of.

The beauty of these new technologies is that it will improve the quality of training time and cost, it will also assist in over-coming instructional personnel problems, and encourage interactivity.

This is probably the most important reason; the introduction of the new technologies and training increases learning attractiveness and therefore, its effectiveness. Sophisticated equipment should be made to available increase learning efficiency.

Technology helps in time management, it improves effective use of time, and it replaces laboratory and classroom time. The period that the skill is acquired may be reduced since technological training can be given with the use of audio as well as home video, time saved in traveling away from home can be used well for other beneficial things. Vocational training can also be produce on pictures to reduce cost of training for those who can not afford to pay the training as a result of lack of find.

When we consider cost, information technologies may be cheaper, since most of the materials needed for its application can be re-used for different classes, and there is room to hire some materials for temporary use.

Information technology, which is developing rapidly, can assist learners without the physical presence of teachers because new technologies can be used for teaching and learning

Recommendations

To be able to implement information technology into the curricular of vocational education the following recommendations are made:

Technologies can be used to improve the quality of training time and cost; it can also assist over-coming instructional personnel problems in certain places, and at certain times. The introduction of the new technologies and training increases learning attractiveness with these digital packages and other sophisticated equipment will increase learning efficiency. Technology helps in time management; it improves effective use of time, and replaces laboratory and classroom time. The period that the skill is acquired may be reduced since technological training can be given with the use of audio as well as home video; time saved in traveling away from home can be used well for other beneficial things. Vocational training can also be produced on pictures to reduce cost of training for those who can not afford to pay the training as a result of lack of find. When we consider cost, information technologies may be cheaper, since most of the materials needed for its application can be re-used for different classes, and there is room to hire some materials for temporary use, international interactions can be made in which some materials of international qualities can be adapted for local use. Information technology can assist vocational students without the physical presence of teachers because new technologies can be used for teaching and learning, production of catalogue is a great asset for independent learning. Included in this, is to adopt newer media and methods which is the expanded use of programmed material on an individuals basis which involves not only wider use of programmed texts but also the combination of these texts with other media. Including in this, is to adopt newer media and methods which is the expanded use of programmed material on an individual's basis which involves not only wider use of programmed texts, but also the combination of these texts with other media, such as audio-tapes, slides and film strips. Electronic students' responses systems should become more widely used, as well as closed circuit television. Therefore interactivity can be seen as information sharing or networking between the teachers and the learner' on one part and among the learners on the other hand. Also most graduates who find it difficult to secure appointment from government establishment should be encouraged to develop correct media packages for vocational education. In the early days of teaching learning process, everything was done in a crude manner and the curriculum patterns for vocational education were geared largely to individual occupation or to clusters of occupations. The continuation of this procedure presented certain difficulties, since vocational education is in wider scope it will be an advancement for vocational centre to training people to be expert in special fields or become professional. At the stage of production new devices in vocational centres will improve teaching and learning procedures.

Information technology tends towards ensuring efficiency, effectiveness and high quality work. Information technology also enhances social and economic changes in the advanced nations of the world, such changes must be emulated and practiced in Lagos State.

To prosper in vocational education there should be mass orientation that vocational education should be studied for personal needs, societal values for career awareness in essence there should be intensive training on the use of ICT and appreciation of ICT for instruction by teachers in vocational centres.

Analysis of Data on Available ICT For Instruction in Lagos State Technical Colleges And Vocational Centres

	NAMES OF VOCATIONAL CENTRES/TECHNICAL COLLEGES	RADIO	TELEVISION	VIDEO	VCD	DVD	COMPUTER	PROJECTOR	PICTURE	STILL
1	Lagos State Technical Colleges, Ado Osoba	-	-	-	-	-	-	-	-	-
2	Lagos State Technical Colleges, Ikotun	-	-	-	-	-	-	-	-	-
3	Lagos State Technical Colleges, Agege	-	-	-	-	-	-	-	-	-
4	Lagos State Technical Colleges, Odomola Epe	-	-	-	-	-	-	-	-	-
5	Lagos State Technical Colleges, Yaba	-	-	-	-	-	-	-	-	-
6	Vocational Centre Marina, Badagry	-	-	-	-	-	-	-	-	-
7	Vocational Centre Epe Majoda	-	-	-	-	-	-	-	-	-
8	Vocational Centre Igbogbo	-	-	-	-	-	-	-	-	-
9	Vocational Centre Surulere	-	-	-	-	-	-	-	-	-

The data was collected through personal observation

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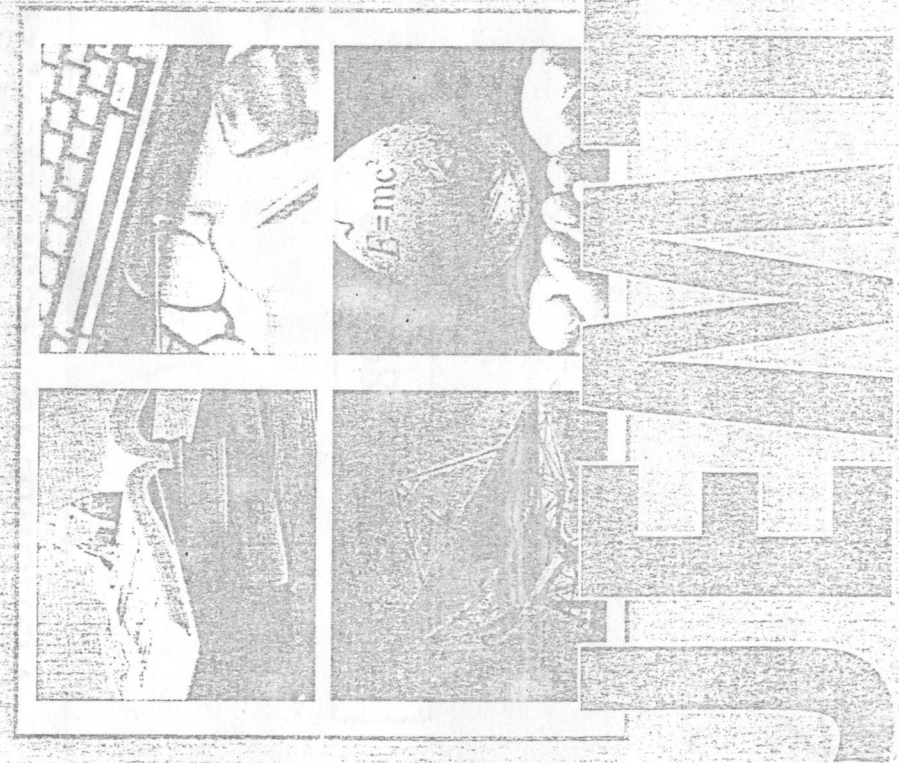


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EDITORIAL

Journal of Educational Media and Technology (JEMT) is published by the Nigeria Association for Educational Media and Technology (NAEMT). The current edition, Volume 13 No 2 addresses issues and developments in the areas of teaching and training particularly as they relate to Information and Communication Technologies.

The carefully selected articles in this volume form a compendium of professional thoughts and views that summed up the 2007 conference of the Association at the University of Ilorin, Ilorin Nigeria. It is hoped that the views presented here will go a long way in enhancing quality of instructional planning and delivery at all levels of education in Nigeria and generally in Africa, to afford the individual learner some far more diversified and flexible learning modalities than what hitherto operates

Biodun Akinpelu, PhD

Editor, NAEMT

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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AND VOCATIONAL EDUCATION CENTERS IN LAGOS STATE: PROBLEMS AND PROSPECTS

BY

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ABSTRACT

The focus of this paper is to look at how the information communication technology can facilitate instruction in vocational education in Lagos State.

Education as a process and the entire school system is geared towards the acquisition of knowledge, skills, habits, values and desirable attitude for a participatory and pleasurable life. The nature of education is traditional Lagos society was to use the existing materials or improvised the available one to improve peoples' life. Traditional education encourages character training, skill acquisition as well as job orientation. The paper also exposed the trends of vocational education from pre-colonial era to the modern day vocational centers in Lagos State. The problems of vocational centers are highlighted and the way forward is also emphasized.

Introduction

A nation, which neglects the development of her technology and discourages creativity, will forever remain a poor nation. The development and application of technologies have been found to be an asset in all human endeavour. Advent of computer with telecommunication facilities has given rise to what is today known as information technology. However, technology has tremendously assisted mankind in banking, insurance operations, commerce, education and security surveillance. Despite these numerous advantages that information technology has brought to education, it has been silent about its role in vocational education centers. Because of the peculiar nature of these centers, and the notion that vocational centers are for semi-literate individuals. Hence, one can ask certain questions: what is vocational education? What role or roles can information technology play in the effective delivery of the curricular content of vocational education?

It is obvious that introducing the new training technologies (information and communication technologies or advanced technologies) into Lagos State vocational centers will revolutionize education. The maintenance, success and sustainability of an economy depend to a large

extent, on the quality of its workers, their scientific and technological literacy, their living conditions and standard of living. This statement aligns very well with the concepts “Technology” which aptly conveys the idea of “means” whereby societies earn their living either as productive individuals or as a group. It has become plain that technology refers to the application of scientific knowledge in solving intricacies of man in his environment.

Hence, when we discuss about technology, it means in general the science and technique for doing and making things in a more efficient and practical way. In other words, “it is the applied science through which man seeks to manipulate his environment, with a view to improving same”. Technological changes have always arisen as a result of man’s desire to satisfy social and economic needs in the environment (Akinlaye, 2001).

In Lagos State, vocational centers have not been able to produce to a large extent competent and independent carpenters, hairdressers, electricians, machinists as well as local craft. The curricula of vocational centers are always of western orientation; the centers have not embarked on training people to be experts in Local skills, like leather-work, mat weaving, cloth-weaving, beads production etc.

Vocational Education: Meaning and Scope.

Vocational education could be defined as the educational activities designed to develop a person’s capability for some prospective career or occupation.

It is not only for semi-illiterate people. It is aimed at character training and job orientation:

In addition vocational education is that form of education, which is obtained at the technical colleges. This is equivalent to the senior secondary education but designed to prepare individual’s practical skills, basic and scientific knowledge and attitude required as craftsman and technicians at sub-professional level.

Changes and innovation in business, industry, home making, marketing and agriculture have increased the need for vocational education. Millions of jobs are changing, and new jobs are emerging, displaced workers have to learn new skills and relocate.

Peculiarities of Vocational Education in Lagos State in Pre-Colonial Era

In the traditional set up of Lagos State, vocational education had played a great impact on the economic life of the people. Before the arrival of the Europeans, vocational education had been mat weaving, basketry, pottery production, palm wine tapping, carving, salt production