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CONFERENCE PROCEEDING

EDITORIAL

The 2011 International Conference of the Nigeria Association for Educational Media and Technology (NAEMT) has as its theme ***"Globalization of Human Capacity Building through Information and Communication Technology (ICT)".***

With adequate response from educators, trainers and ICT experts from the nooks and crannies of the globe, this compilation of submissions comprising carefully articulated papers as submitted for the International Conference Proceedings. The compendium of views expressed therein would no doubt make a good reading as prelude t transforming the education sector in many parts of the world. However, the Association may not in any way share the views expressed by individual authors of articles here presented.

Keziah Achuonye (Ph.D)
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IMPLEMENTATION OF INSTRUCTIONAL TECHNOLOGIES AND SOCIETAL RESOURCES IN VOCATIONAL SUBJECT IN JUNIOR SECONDARY SCHOOL

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ABSTRACT

Generally the implementation of the Junior Secondary School curriculum does not differentiate between what is imparted in private and public schools. Despite the fact that a wide gap exist in these set of schools especially in teaching strategies and conditions surrounding the presentation of instruction, it is unfortunate to note that this uniformity in curriculum content is evenly displayed at the end process. Since both private and public schools are given the same final examination – Junior WAEC- to write for onward admission to Senior Secondary Schools. This Research work intends to find out if teachers in public use Instructional media such as Instructional Technologies as well as Societal Resources that could improve students understanding of vocational subjects which are core aspects of curriculum of Junior Secondary Schools WAEC examination. Two hundred Junior Secondary School students were randomly picked for both private and public schools in Lagos State. The research work design adopted for the study was a survey design on Instructional Technologies and societal resources for vocational subjects were used. Data collected were analysed using simple percentage. It was discovered that adequate use of instructional system and societal resources would help public Junior Secondary School teachers to stimulate the interest of the learners, although in most cases Junior Secondary School teachers takes its application with levity. The result of this research work served as a starting point to highlight some recommendations.

Introduction

Junior Secondary School Education is pre-vocational and academic in nature. It is a compulsory education that teaches basic subjects which will enable pupils to acquire further knowledge and skills. (National Policy of Education, 2004)

Instructional Technology is very important in instructional system as it provides teachers unique experience of effectiveness and efficiency that is why Instructional Technology has been defined as a subject of Educational Technology based on the concept that "instructional" is a subject of Education. It is development (research, design, production, evaluation, support-support utilization) of instructional system components (messages, men, materials, devices, techniques, settings) and the management of that development (organization and personnel) in a systematic manner with the goal of solving instructional problem solve in Salawu Taiwo Aremu (1994) in Durojaiye (2002). In a nutshell instructional technology provides for a direct interaction of students with the realities of their social and physical environment.

Instructional Technology can be soon as a means to determine the appropriate instructional communication Theory and Model suitable for teaching and learning of vocational subjects

such as Agriculture, Business method, Home-Economics, Fine-Arts, Introductory-Technology. It offers opportunity for teacher-led-demonstration in practical term. It allows students to have a wider horizon of utilizing the benefit of seeing, touching, telling and reflecting modes of learning.

Instructional Technology is a channel to determine appropriate instructional materials suitable for instruction that is why Edikpa 2005 in Ezegbe 2008 is of opinion that instructional materials reinforce impression and develop meaning of abstract topic, convey factual information, permanent experience that is more meaningful and realistic learning. Teacher's responsibilities in attaining educational goals in vocational subject are to employ every tactics and strategies in promoting result in students' achievement.

Societal Resources in J.S.S should be an avenue that vocational subject teacher should explore because it will bring about outstanding performance on student academic performance, that is why Anthony 2010 is of opinion that there is a need to determine the appropriate instructional communication theory and model suitable for teaching and learning of a technical subject such as Fine-Art became necessary. He further stated that Instructional Technology model support teacher led demonstration and always led to expected learning outcome.

Statement of the Problem

Generally, in Lagos State there different categories of school in Lagos state; there public and private schools; others are special schools, Federal Government schools, Navy Secondary Schools and Army Secondary schools, these last categories of school are highly competitive and their mode of operation is more or less like that of private schools, since Government take heed to them than any other public schools. Having the above raised point as background knowledge of school operation in Lagos State; it is pertinent to note that the implementation of Junior Secondary School curriculum does not differentiate between what is imparted in private and public schools. Despite the fact method in pedagogy and condition surrounding instructional system may be different; it is unfortunate to note that the difference in instructional presentation and condition of schooling notwithstanding, student of both private and public schools are always made to write the same Junior-WAEC for onward transmission to Senior Secondary Schools. Other categories of school in Lagos State Government are special schools owned by the State, Federal Government Schools, Navy Secondary Schools and Army Secondary Schools, All these schools are highly competitive schools. And indeed if there is any need for any student from public schools to get transfer from one location to another, students of public schools are not always admitted into these competitive schools reason advanced are always poor performance in vocational subject, because most gadget provided for vocational subject in most public schools are always not utilized and hardly could student operate any of those gadget within or outside the school environment.

In essence teacher of public schools are expected to utilize Instructional System Design based less of Societal Resources to make teaching and learning effective. The controversial issue is that do teacher of public Junior Secondary Schools use Instructional Technologies for the benefit of their student and if they use, to what extent it has been applied for attainment of educational goals.

Purpose of Study: The purpose of this study is to determine the extent to which teachers of vocational subjects in Junior Secondary School Classes use Instructional Technologies to teach their subjects

Research Questions

(1).Do teachers in public Junior Secondary Schools use Instructional Technologies with Societal Resources to teach vocational subject.

(2).Do teachers in Junior Secondary Schools lead their students on field trips to places like Technical college Adoosoba's operating room, Adeniran Ogunsanya College of Education, Tantalizer and Mr. Biggs' kitchen area and Coca-Cola factory (please if you can help me to mention some factories in Lagos State).

Research Methodology

The study used survey design to elicit information from the pupils on the extent the teachers have been able to teach vocational subject using Bioceetal Resource materials. The study area is Lagos State. The population of the study comprised all public and private students of J.S.S 3 who are legible to take Junior WAEC examination. The numbers of Junior Secondary Schools stand while that of private school stand out.

A sample of 200 students for the study was J.S.S 3 from both private and public schools randomly selected in Lagos State.

The subject of both males and females were randomly selected from varied family background and socio-economic statuses. Questionnaire consists of two sections, section "A" requests information on personal data of respondents such as school, age and class, public and private while section 'B' consist of 20 items of instructional Technologies and societal resource for vocational subject's instructions.

The questionnaire has four parts lykert scale response format of strongly Agree (4), Agree (3) strongly disagree (2), disagree (1). The respondents were required to rate the items on the questionnaire and provide answers accordingly. The instruments were face validated by the experts in both Educational Technology and Vocational subject.

The researcher with the assistance of the teacher distributed and collected the questionnaire from the respondents of J.S.S 3 intact classes were used.

TABLES FOR DATA ANALYSIS

TABLE I

NO	ITEMS	PRIVATE								PUBLIC							
		SA		A		D		SD		SA		A		D		SD	
		F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
1.	Our teacher has brought to our classroom the motion pictures of leather work in the northern part of Nigeria.	113	56.3	48	24.13	36	17.2	6	23	0	0	0	0	20	10	180	90
2.	We were always made to use visual section of the school libraries to learn more about vocational subjects.	76	37.9	57	28.7	42	20.7	25	12.6	6	2.3	6	2.3	7	3.4	184	92
3.	There are visual representations of different types of industries in our classrooms.	48	24.13	39	19.5	25	12.6	87	43.7	16	8.04	23	11.5	48	24.13	113	56.3
4.	Local means of hawking goods was produced in Audio by our teacher.	67	33.3	81	40.2	44	21.8	12	4.6	6	2.0	12	5.7	23	11.5	162	80.5
5.	Television program me was always used to teach us how to produce our local dishes.	28	13.8	4.4	21.8	94	47.12	36	17.2	3	1.14	21	10.34	57	18.8	120	59.8

TABLE III

NO	ITEMS	PRIVATE								PUBLIC							
		SA		A		D		SD		SA		A		D		SD	
		F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
1.	Our teacher took us to visit Fine-Art department of ACOED to watch displayed Arts work.	170	85.4	18	9.20	9	46	3	15	14	6.9	30	14.9	58	28.8	99	49.4
2.	Our teacher took us on field trip to Coca-cola Company to see practical operation of the company	133	66.7	36	18.4	25	16	6	23	25	1.6	28	1.5	58	28.8	92	45.58
3.	With the initiative of our teacher we visited tantalizer and went round their kitchen area.	158	79.3	30	15	12	50	0	0	21	10.34	36	17.24	48	24.13	96	42
4.	Our teacher took us on a trip to Lagos State Ministry of Agric to behold has different animals and reared.	179	89.7	25	1.6	25	1.6	92	45.97	23	11.5	28	13.8	60	29	89	44
5.	We paid a visit to a palace in Badagry which consequently made us to behold the way broom and local	120	59.8	57	18.8	21	10.34	3	1.14	3	1.14	12	5.7	38	19.5	147	1.14

TABLE II

NO	ITEMS	PRIVATE								PUBLIC							
		SA		A		D		SD		SA		A		D		SD	
		F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
1.	Still pictures were used by our teachers to expose us to how machines are used to cut and slice timber.	200	100	0	0	0	0	0	0	28	13.8	36	21.8	44	21.8	94	47.12
2.	Various gadgets and machines that used by industries have been presented to us in the class by the use of PowerPoint presentation.	162	80.5	23	11.5	12	5.7	6	2.0	6	23	36	17.2	48	24.13	113	56.3
3.	Charts have been used to illustrate how companies made profits and losses.	113	56.3	48	24.13	23	11.5	16	8.04	12	5.7	44	21.8	67	33.3	81	40.2
4.	Our teachers made use of CorelDraw to teach us colourful presentation on Artwork.	184	92	7	3.4	6	23	6	2.3	25	12.6	39	19.5	48	24.13	87	43.7
5.	Mechanized farming had been shown to us on video.	184	92	7	3.4	6	23	6	2.3	25	12.6	42	20.7	57	28.5	76	37.9

The result from tables I and II reveals the discrepancy between the teacher of Private and Public Secondary Schools in the use of Instructional Technologies, 90% of students of Private Schools strongly agreed that their teachers has brought to their classroom motion pictures of leader work in the Northern part of Nigeria for instruction while 6.9% of students of Public Secondary Strongly Agreed with the statement. Also100% of the students of Private Secondary Schools strongly agreed that still pictures were used by our teachers to expose us to show machines were used to cut and slice timbers while 13.8% of students in Public Secondary School strongly agreed with the statement, in these tables above other evidence on the rate at which students of Private and Public Secondary School Strongly Agree and Strongly Disagree is an indication there is a serious significant difference between the teachers of Private and Public Secondary School use of Instructional Technologies, these tables above reveal the observe difference.

TABLE IV

NO	ITEMS	PRIVATE								PUBLIC							
		SD		D		A		SA		SD		D		A	SA	SD	D
		F	P	F	P	F	P	F	P	F	P	F	P	F	P	F	P
1.	Our school bus is always used to take us round field trips.	36	17.24	21	10.34	96	42	48	24.13	25	1.6	25	1.6	92	45.97	179	89.7
2.	Our teacher took us to local banks to see how bank operates.	92	45	58	28.74	25	1.6	25	1.6	3	15	9	46	18	9.20	170	85.4
3.	Our teacher has taken us outside a Lagos to Oyo town and saw how calabashes were produced.	89	44	60	29	28	13	23	11.5	0	0	12	59	30	15	158	79.3
4.	We always have frequent visitation to Technical College that is very close to our school.	99	49.4	58	28.8	30	14.9	14	6.9	6	23	25	16	36	18.4	133	66.7
5.	We have embarked on a visit to local sawmill in our school environment.	147	73.6	38	19.5	12	5.7	3	1.14	3	1.14	21	10.34	57	18.8	120	59.8

Table III and IV reveal the difference in both Private and Public Secondary Schools the revelation shows that there is a significant difference between the teachers of Private and Public Junior Secondary Schools using Societal Resources such as fieldtrips to Vocational/Technical Schools.85.4% of students of Private School strongly agree that there teachers took them to visit Fine-Arts Department of ACOED to watch displayed Art works while 6.9% of Public Junior Secondary Schools strongly agree with this assertion. In addition 73.6% students of Private Secondary Schools strongly agree that they embarked on a visit to Local Sawmill in their school environment while 1.14% of students strongly agree with this assertion therefore these tables reveal the observed difference.

DISCUSSION

Looking at the nature of Junior Secondary Education which is pre-vocational and academic in nature, to inculcate a good level of pre-vocational subjects in students there must be the desire by teachers to integrate Instructional Technologies and Societal Resources to make the instruction in different level of teaching these subjects. This point to the fact that quality delivery of the Vocational subjects must ensure the use of visuals like charts, diagrams, posters, models and other instructional technologies will enrich students understanding. This support the findings of Deaden (1998) as quoted in Ikitole and Akpan (2005) that teaching with respect to knowledge skills and thoughtful patterns for better appreciation of micro molecular structure of hypothesis.

The result in tables I and II indicated that a significant difference between teachers of Private and Public Junior Secondary Schools use of Instructional Technologies for instruction. This implies that Private and Public Schools students may not have equal level of academic performance since the rate at which they are instructed are different. This make students see Vocational subjects as the subjects of the school drop-out and never do well in the society. This impression is supported by Aladaemerin (1996) in Alademerin and Abidogun 2009 that of most concern is the present luke-warm attitude of students toward Agriculture in Schools which ultimately affect their future careers in life. In addition to this instruction on vocational subject is expected to propagate societal values, most of these values are reflected in the aims and objectives of the philosophy of Nigeria Educational System, National Policy of Education emphasizes skills, mental, physical and social abilities and competence as equipment for the individual to live in and contribute to the development of the society. (National Policy on Education 2004:7-8).

RECOMMENDATIONS

1. The use of instructional technologies should be without impediments such as electricity and availability of technical gadgets.
2. There are a lot of industries and companies in Lagos State that teachers should be encouraged to take their students to have first hand information and experience.
3. Also there is need to make use of local production centers (such as broom production mat-weaving, cloth- weaving centers i.e. Aso-oke) to create a lasting impression on students' knowledge.
4. There is need to provide modern technology and infrastructural facilities to promote learning and improve quality of instruction for the attainment of educational goals.
5. Government should provide buses for schools to ease movements of teachers and students for trips

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