

# Value-Based Education and Self-Reliance of Vocational Education Students for Economy diversification in Nigeria: The case University of Uyo

**Dr. A. D. Usoro, Sarah Archibong Umana & Edo, D. U.**

Vocational education

Faculty of education University of Uyo, Uyo

## Abstract

*This study sought to determine value-based education, empowerment of Vocational Education Student for economy diversification in Nigeria. The study adopted survey design approach and was conducted in Vocational Education, University of Uyo. The population of the study was 98 consisting 46 lecturers and 52 year three vocational education students. Since the population was manageable the sample for the study was of "convenience type". The researchers developed a 27-item instruments for data collection. Face validation of the instruments was obtained through the judgment of three specialists drawn from the Department of Vocational Education, University of Uyo, Uyo. The reliability of the instrument was determined using a vocational education student year four that possessed the same characteristic as those used for the study. The instrument was tested for reliability using the split-half measurement technique. The internal consistency of the two-halves was determined using Pearson's Product Moment Correlation coefficient (r) and a reliability coefficient (R) was computed using Spearman-Brown prophesy formula. The Pearson's correlation coefficient (r) of the two halves was 0.78 while the reliability coefficient (R) of the whole test was computed to be 0.80. Data collected were analyzed using R and R<sup>2</sup> for research questions and linear coefficient of regression analysis for hypotheses. Findings of the study among others revealed that there is a statistically significantly predict of social value training skills on vocational education students self-reliance for economy diversification. Based on the findings, it was recommended that Universities that housed vocational education should exude values-based atmosphere which draws students to higher level of moral development to boost self-reliance for economy diversification.*

**Keywords:** Values-Based Education, Empowerment, and economy diversification

## Introduction

Vocational education has come a long way, from its roots in traditional education; it is now becoming an essential part of the school curriculum. As its significance continues to be recognized, vocational education has been designed to respond to dynamic changes and future orientation. Vocational Education is the sum total of the knowledge, skills and attitudes, required for the successful running of a vocational business enterprise. In other words, according to Usoro, Inyang, and Akpan (2016) vocational education is an aspect of education that equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world; either for job occupations or self-employment.

Vocational Education in the University of Uyo as a discipline is structured through its course offerings in the following areas: Agricultural Education, Business Education, Computer Education, Home Economic Education, and Industrial/Technical Education Units to empower student traits on resourcefulness, endurance, and innovativeness.

Interestingly, vocational education has been affected by the revolutionary advancements in science and technology, as well as the current trends in information technology; this aspect of education is designed for the practical applications of basic Vocational/Technical skills for real work situations which can play significant roles in checking the increasing incidence associated with social vices and unemployment among Nigerians. Hence, the call to refocus vocational education curricula to target self-employment and self-reliance among students for diversification of the Nigerian economy.

Value-Based Education, according to Federal Government of Nigeria (FGN) (2013), is designed to help students and adults embed core values of personal behaviour and social interactions. The value-based establishes a parallel system of students achievement based on their values and behaviour, complementing the more limited assessment of academic attainment. Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. The positive learning environment could be achieved through the positive values modelled by lecturers throughout the school year. It could quickly liberate lecturers and vocational education students from the stress of confrontational relationships, which frees up substantial teaching and learning time. It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives (Barrett, 2008). As ascertained by Umana and Edo, (2016), Vocational Education is not supported by these adequate facts on students' core values, rather by voluminous statistics, targets planning of personnel and lean resources to the detriment of students' self-reliance.

The value based training skills became the link-chain in Nigeria's on-going initiatives and processes under the New Partnership for African Development (NEPAD) and the National Economic Empowerment and Development Strategy (NEEDS). For the economic diversification to be achieved the Nigeria vocational education students must be self-reliant through tackling social exclusion and job generation to improve incomes, housing, healthcare, education and security. These imperatives are not achievable without inculcating into the students these critical core values. For the creation of standardized value-based education, parents/guidance, teachers, religion leaders, government, government agencies, organization (NGOs) and the general public must contribute the values required to build the nation. The argument, on the other hand, is not that values be taught to vocational education students separately rather it should be incorporated into the traditional vocational education courses.

#### **Statement of the Problem:**

In Nigeria today, it is very obvious that poverty is a constant factor, existing in multi-dimensional scales. It is not out of place to observe that graduates are not empowered academically with the needed soft skills and moral values as expected. Thus, vocational education graduates could not fit into available few jobs due to the absence of needed value-based skills that cause one to keep the job. The lack of value based training among graduates seems to be getting worse as Nigeria daily witnesses disruption of economic and social life of the people by militants, kidnappers and religious fundamentalists. Vocational education lecturer may then ask: how do we accomplish the teaching of values or character education to the students? The answer seems far away to apply training strategies that best meet the objectives value education. From the foregoing the researchers intend to carry out a study on value-based education and self-reliance of vocational education students for economy diversification in Nigeria.

#### **Purpose of the study:**

The major purpose of the study is to determine value-based education and self-reliance of vocational education students for economy diversification in Nigeria.

Specifically, the study sought to determine:

1. how social value training skills predict vocational education students self reliance for economy diversification.
2. how interpersonal training skills predict vocational education students self reliance for economy diversification.
3. how intelligent training skills predict vocational education students self reliance for economy diversification.

#### **Research Questions:**

The following research questions were raised to guide the study:

1. to what extent does social value training skills predict vocational education students self reliance for economy diversification?
1. to what extent does interpersonal training skills predict vocational education students self reliance for economy diversification?
2. to what extent does intelligent training skills predict vocational education students self reliance for economy diversification?

#### **Null Hypotheses**

The following null hypotheses were formulated and tested at .05 level of significance.

H<sub>01</sub> the extent to which social value training skills predicts vocational education students' self-reliance for economy diversification is not significant.

H<sub>02</sub> the extent to which interpersonal training skills predicts vocational education students' self-reliance for economy diversification is not significant.

H<sub>03</sub> the extent to which intelligent training skills predicts vocational education students' self-reliance for economy diversification is not significant.

### Methodology:

The study adopted survey design approach, this design according to Nworgu (1991) is a research design which specifies how data relating to a given problem should be collected through questionnaire and analyzed for the study. The study was conducted in Vocational Education Department, University of Uyo. The choice of University of Uyo was informed by the fact that it has vocational and technical education personnel needed for carrying out the research. The population of the study was 98 respondents, consisting of 46 lecturers and 52 year three vocation education students. (Data obtained from the personnel officers, Head of Department of Vocational Education, University of Uyo). Since the population was manageable the sample for the study was of "convenience type".

The researchers developed a 27- item instruments for data collection. The instrument was tagged "Value Based Educational Skills Questionnaire" (VBESQ). The (VBESQ) was divided into sections A and B. Section A inquired for bio-data of the lecturers while Section B was categorized into sub-sections I, II, and III. Each item in Section B of the VBESQ has 4 levels of response options of Very High prediction (VHP, 4 points), High prediction (HP, 3 points), Moderate prediction (MP, 2 points), Low prediction (LP, 1 points) respectively. Similarly, the second instrument, Self-reliance for Economic Diversification Questionnaire (SEDQ), has sections A and B. Section A, inquired for the personal data of the students while Section B was categorized into sub-sections I, II, and III. Each item in Section B of the (SEDQ), has 4 levels of Likert scale continuum of Strongly Agreed (SA, 4 points), Agreed (A, 3 points), Disagreed (D, 3 points 2 points) and Strongly Disagreed (SD 1 point) respectively. A respondent was requested to tick (✓) one option that suits his or her sincere opinion.

Face validation of the instruments was obtained through the judgment of three specialists drawn from the Department of Vocational Education, University of Uyo, Uyo. The specialists made necessary modifications, suggestions for improvement and corrections of the instruments before the final copies were produced and used for the study. The reliability of the instrument was determined using year four students of the same department. The instrument was tested for reliability using the split-half measurement technique. The internal consistency of the two-halves was determined using Pearson's Product Moment Correlation Coefficient (r) and a reliability coefficient (R) was computed using Spearman-Brown prophesy formula: The lecturers' instrument (VBESQ) has the Pearson's correlation coefficient (r) of the two halves to be 0.78 while the reliability coefficient (R) of the whole test was computed to be 0.80. The questionnaires were distributed personally to the respondents. The total number of questionnaires distributed were completed and returned successfully by the respondents. No questionnaire was void.. Hence a hundred percent (100%) response rate was attained. Data collected were analyzed using simple arithmetic means and standard deviation for research questions and regression analysis for hypotheses.

**Research Question 1:** To what extent does social value training skills predicts vocational education students self reliance for economic diversification?

**Table1:** Result of R, R square in regression analysis on prediction of social value training skills of vocational education students self reliance for economic diversification

Variables	n	R	R square
Intelligent training skills	98	.730	.692
Self-reliance			

Table 1 reports the extent to which social value training skills of the lecturers predict students' self-reliance for economic diversification. The analysis revealed a correlation (R) of .730. This value is high and shows a strong and positive prediction. Also the result of the test revealed the coefficient of determination R<sup>2</sup> value of .692 meaning 69.2% social value training skills predict students self- reliance for economic diversification.

**Research Question 2:** To what extent does interpersonal training skill predicts

Vocational Education students' self-reliance for economic diversification?

**Table 2:** Result of R, R square in regression analysis on prediction of interpersonal training skills of vocational education students self reliance for economic diversification

Variables	n	R	R square
Interpersonal training skills	98	.698	.559
Self-reliance			

Table 2 reports the extent to which social training skills of the lecturers predict students' self-reliance for economic diversification. The analysis revealed a correlation (R) of .698. This value is high and shows a strong and positive prediction. Also the result of the test revealed the coefficient of determination  $R^2$  value of .559 meaning 55.9% interpersonal training skills predicts students self-reliance for economic diversification.

**Research Question 3:** To what extent does intelligent training skills predicts vocational education students self reliance for economic diversification

**Table 3:** Result of R, R square in regression analysis on prediction of intelligent training skills of vocational education students self reliance for economic diversification

Variables	n	R	R square
Intelligent training skills	98	.634	.587
Self-reliance			

Table 3 reports the extent to which intelligent training skills of the lecturers predict students self-reliance for economic diversification. The analysis revealed a correlation (R) of .634. This value is high and shows a strong and positive prediction. Also the result of the test revealed the coefficient of determination  $R^2$  value of .587 meaning 58.7% intelligent training skills predict students self-reliance for economic diversification.

**Null hypothesis 1:** the extent to which social value training skills predicts vocational education students' self-reliance for economy diversification is not significant.

**Table 4:** Result of significant level in Linear regression analysis on prediction of intelligent training skills of vocational education students' self reliance for economic diversification.

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	9.487	1	9.487	19.344	.000
Residual	28.446	97	.490		
Total	37.933	98			

$$R = .730, R^2 = 0.692$$

Table 4 shows the linear regression which ascertained that social value training skills statistically significantly predict vocational education students self reliance for economic diversification.  $F(1,97) = 19.344$ ,  $P = .000$  since the p-value was less than the significant level of .05, the null hypothesis was rejected. Thus, Social value training skills accounted for approximately 69.2% of the explained variability in vocational education students self reliance for economic diversification. The regression was:  $.730 + .692$  (Social value training skills). This implies that for every unit increase in social value training skills, vocational education students enhance self reliance for economic diversification, will increase on the average by .692 times. This means that 69.2% variation in vocational education students' economic diversification was as a result of lecturers' social value training skills.

**Null hypothesis 2:** the extent to which interpersonal training skills predicts vocational education students' self-reliance for economy diversification is not significant.

**Table 5** Result of significant level in linear regression analysis on prediction of interpersonal training skills of vocational education students self reliance for economic diversification

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.467	1	7.497	12.706	.012
Residual	22.435	96	.590		
Total	29.902	97			

$$R = .698, R^2 = 0.559$$

Table 5 shows the linear regression which ascertained that interpersonal training skills statistically significantly predict vocational education students self reliance for economic diversification.  $F(1,97) = 12.706$ ,  $P = .012$  since the p-value was less than the significant level of .05, the null hypothesis was rejected. Thus, interpersonal training skills accounted for approximately 55.9% of the explained variability in vocational education students self reliance for economic diversification. The regression was:  $698 + .559$  (interpersonal training skills). This implies that for every unit increase in interpersonal training skills, vocational education students enhance self reliance for economic diversification will increase on the average by .559 times. This means that 55.9% variation in vocational education students' economic diversification was as a result of lecturers' interpersonal training skills.

**Null hypothesis 3** the extent to which intelligent training skills predicts vocational education students' self-reliance for economy diversification is not significant

**Table 6** Result of significant level in regression analysis prediction of intelligent training skills of vocational education students self reliance for economic diversification

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.491	1	8.167	13.388	.027
Residual	24.489	96	.610		
Total	32.980	97			

$$R = .634, R^2 = 0.587$$

Table 6 shows the linear regression which ascertained that intelligent training skills statistically significantly predict vocational education students self reliance for economic diversification.  $F(1,97) = 13.388$ ,  $P = .027$  since the p-value was less than the significant level of .05, the null hypothesis was rejected. Thus, intelligent training skills accounted for approximately 58.7% of the explained variability in vocational education students self reliance for economic diversification. The regression was:  $638 + .587$  (intelligent training skills). This implies that for every unit increase in intelligent training skills, vocational education students enhance self reliance for economic diversification, will increase on the average by .587 times. This means that 58.7% variation in vocational education students' economic diversification was as a result of lecturers' intelligent training skills.

The findings of the study shows that:

1. There was a positive prediction on social value training skills on vocational education students self reliance for economic diversification.
2. There was a positive prediction on interpersonal training skills on vocational education students self reliance for economic diversification
3. There was a positive prediction on intelligent training skills on vocational education students self reliance for economic diversification.
4. There was a statistically significantly prediction of social value training skills, intelligent training skills, and interpersonal training skills on vocational education students' self reliance for economic diversification.

### Discussion of the Findings

The findings of the study on Table 1 was a high prediction and statistical significant prediction on Table 4 of the social training skills on vocational education students self reliance for economic diversification. According to this study, the influence of lecturers' use of social training skills was directed towards such as trusting, integrity, working assiduously with honest colleagues and discussing academic issues with colleagues. It was deduced that lecturers use of these social value skills determine vocational education students self reliance for economic diversification. The finding lends credence to the works of Njoku's (2007) assertion who noted that if vocational education subjects are delivered using the above identified skills and in the values-based atmosphere, the learners will be sufficiently stimulated through receiving information and internal reflection to be capable of exploring values in the real world. This implies that, the students would be transformed having been equipped with personal, social and emotional skills and interpersonal communication skills which will enable them transfer what has been learnt into value-based behaviours in real life.

The finding of this study on Table 2 had a high prediction and on Table 5 statistical significant prediction that vocational education lecturers' interpersonal training skills predict vocational education students self reliance for economic diversification. The interpersonal training skills maintaining good relationship with colleagues, developing professional profile for colleagues, strengthen self worth, helps to build up students' self-reliance and encompassing the mastery of the course content, unit plan, requisite skills, competencies, and core values. This finding is in line with the findings of Etuk and Usoro (2016) who found out that successful teaching in Vocational Education provides practical skills for occupational purposes that are capable of refining the society, improving the standard of living and ensuring economic growth. In a nut shell, Etuk et-al noted that vocational education could play the role of producing well qualified citizens that can employ their skills in the management national resources; create goods and services to satisfy human wants; add value to the economy; help in economic growth and development; increase the standard of living; and enhance the rating of the nation's economy at the global level.

On Table 3 the study revealed a positive prediction and on Table 6 statistical significant prediction that vocational education lecturers' intelligent training skills predict vocational education students self reliance for economic diversification. The intelligent training skills of assigning task to students regularly, creating dynamic atmosphere for objectives outcome, motivating students with brainstorming questions during interaction, Reading and listening simultaneously to develop multi-tasking skills, increasing dexterity in the use of internet facilities, stimulating students for positive learning habits for economy diversification. This finding is in line with the assertions of Nsa (2002) that values-based education enhances academic attainment, and develops students' social and relationship skills that last throughout their lives. The finding also is in paripassu with the approaches as suggested by Superka, Ahrens and Hedstrom (2000) who noted that diversification could be obtained having students incorporate the standards and norms of his/her relevant group or society primarily through modeling, rewards, and sanctions, having students move through the stages of moral reasoning based on higher sets of values, using primarily discussions of moral dilemmas, helping students use a rational, scientific investigation to decide issues of values and ethics, often using case studies, helping students identify their own and others' values, often with role playing games or simulations as well as discussions and self-analysis, using values classification or/and other approaches, providing students with opportunities to put values into practice with social action.

### Conclusion

It is evident that vocational education students need to possess the identified values from this study. Unlike the traditional classroom situations students are trained to convey instead of competition with one another but to remain involve and motivated. In a value based classroom instruction is highly structured, lecturers in value based training engage students in direct experiences tied to real world problems and situations. It is for this reason that unemployment could be reduced for self-reliance and economic diversified among graduates of Vocational Education, University of Uyo to be ensured.

### Recommendations

Based on the findings of this study the following recommendations are made:

1. All the identified values should be learned along-side vocational education subjects so that students will not only imbibe these values but also exhibit those values in real life situations.
2. The Universities that housed vocational education should exclude value-based atmosphere which draws students to higher level of moral development to boost economic diversification.
3. A reward system needs to be put in place by Universities management so as to encourage students to work hard, to be honest and display integrity at all times.

### References

- Barrett, M. (2008). Initiative to improve the quality of teaching and learning: A review of recent literature. *Psychology of learning* 34(2): 195-218.
- Etuk, A. B. & Usoro, A. D. (2016) technical vocational Education and training teacher quality and self efficacy of TVET students: a case study of Colleges of Education, South-South Nigeria. *International Journals of Educational Benchmarks (IJED)*.(1): 106-117 [www.benchmarkjournals.com](http://www.benchmarkjournals.com)
- National Policy Education (2013). *Federal Republic of Nigeria*. Lagos: NERDC press.
- Njoku, C.U. (2007). Business Education and Value Orientation for National Economic Empowerment and Development. *Business Education Journal*, 4(1): 101-115.
- Nsa, E. O. (2002). Effects of demonstration and project methods of teaching on senior secondary students. Skills acquisition in vegetable production. *S. Educ. Innovator*, 1.
- Nworgu, B. G. (1991) *Educational Research: basic issues and methodology*. Ibadan: Wisdom Publishers Limited
- Superka, D., Ahrens, C., & Hedstrom, J. (1976). *The values Education Sourcebook*. Boulder, CO: Social Science Education Consortium.
- Umana, S. A. & Edo, D. U. (2016). Human Resource Planning in the Training and Development of Business Educators in Akwa Ibom State. *Journal of Sustainable Education*, .1(6): 256-257.
- Usoro, A. D., Inyang, S. B. & Akpan, F. A. (2016) Capacity building need s of TVET teacher in Kinesthetic learning styles for promoting students academic interest in technical courses. *International journals of educational benchmark (IJED)* 2(2): 106-118 [www.benchmarkjournals.com](http://www.benchmarkjournals.com)
- Uzoagulu, A. E. (2011). *Practical guide to writing research project reports in tertiary institution*. Enugu Nigeria: Publisher, Cheston Limited.