

The Strategies for Improving Skill Acquisition of Building Technology Students in Colleges of Education in Nigeria

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Abstract

This study focused on the strategies for improving skill acquisition of building technology students that will enable them to function effectively in Colleges of Education in Nigeria. The study adopted survey research design. The sample for the study comprised 10 students of Building Technology from College of Education, Ikere- Ekiti, Ekiti State, Nigeria. A questionnaire consisting of 25 items was developed and used for data collection. The questionnaire was subjected to the instrumentality of validity and reliability of good research instrument by the experts. Each of the items of the instrument scrutinized for clarity of statements. They were also requested to examine the appropriateness and suitability of all items of the questionnaire. Their suggestions and corrections were used in modifying the instrument. Cronbach alpha method was used to estimate the reliability coefficient of the instrument. A total of 10 copies of the questionnaire were administered on the respondents by the researcher and with the aid of three trained research assistants. The completed questionnaires were collected after an interval of two weeks. The data collected were analyzed using mean for answering the five research questions while t-test was hypotheses at 0.05 level of significance.

Keywords: Strategies, skill acquisition, building technology, College of Education.

Introduction

Building technology is an aspect of Vocational and Technical education. According to Uwaifor (2009) Vocational Technical Education is any form of education whose purpose is to prepare person(s) for employment in an occupation or group of occupations. Rolalrand (2004) stated that vocational technical education is the acquisition of skills and techniques in chosen occupation or profession to enable an individual earn a living. Adeyemi & Uko-Aviomoh (2004) viewed vocational technical education as an aspect of education which leads to the acquisition of practical and applied skills. Skills involve the ability to do something well. Skills according to Wikipedia (2009) are the learned capacities to carry out pre-determined results often with minimum outlay of time and energy. Skill according to Okorie (2000) is a manual dexterity through repetitive performance of an operation. He further explained that skill is expertness, practiced ability, dexterity of tact. It is well established habits of doing things by the people. Skills could be gained through experience and training on skill acquisition and development (Bakare, 2006).

Building technology is one of the courses offered in Nigeria Colleges of Education. Almost all members of the society benefits from the products of building technology. Building technology programme at the technical college level is designed to produce skilled builders for the building industry. Building technology as a course comprises of different components or operations which require skills to perform them. These components include designing of building plans, setting out of the building, lock work on the concrete foundation, leveling of the building, roofing pattern, plastering and rendering of walls. These areas of

operation require that students of building technology should possess the necessary skills to carry them out. Building technology students should possess skills in designing building plans and be able to read and interpret them. Students of building technology should possess skills in setting out of buildings, form block walls on the concrete foundation, be able to level the building and also possess skills in designing good roofing pattern.

Skill acquisition, according to Aliozor (2004) is the process by which individuals are expected to learn and continuous practice in particular task till the learner becomes proficient in the operation and can perform them when required. Okorie (2000) said that skills are acquired when procedural instructions are matched with performance activities. For skills to be acquired, there must be opportunities for participation and practice of such skills under real life situation. Skill acquisition is very necessary at this stage of Nigeria's economic and technological development. Skill acquisition remains the major goal of vocational technical education and this helps to satisfy the personal work needs of both the individual and the society (Aliozor, 2004). To acquire skills in vocational technical education courses such as building technology at technical college level, opportunities must be provided for students to practice the skills they are taught in an environment that is relevant to the job skills learnt. Such opportunities that should be provided that may improve skill acquisition of building technology students include field trip/excursion, allocation of more time for practical work, production unit, provision of materials to practice with.

The concept of production unit in Colleges of Education is a situation whereby a department organizes her students with the permission of the school authority to undertake some direct labour jobs in the school. A well organized production unit does not only expose the students to skill acquisition in Building Technology, appropriate teaching strategies must be applied by teachers for teaching both the theory and practical aspect of building technology. Teachers also need relevant building tools and equipment for imparting skills to students under their control. A teacher in the opinion of Hornby (2000) is a person who gives instruction to a learner, i.e. a person who communicates knowledge, skills and attitudes in building technology to students. Two categories of teachers of building technology could be found in college of education, that is, qualified and unqualified teachers. A qualified teacher of building technology is an individual who has teaching qualifications such as Nigerian Certificate in Education (NCE) technical, Bachelor of Education (B.Ed.) or Masters of Education (M.Ed.) as stated in National Policy on Education (2004) and has been employed of teaching building technology to students, but unqualified teacher of building technology is a person who has been teaching building technology to students in technical college with qualifications such as Ordinary national Diploma (OND) or Higher National Diploma (HND).

Technical college is a post primary technical institution established to offer vocational technical programmes. It is established to equip students with technical skills to earn a living. Akpan (2003) said that technical college is equivalent to senior secondary but designed to prepare individuals to acquire practical skills, basic scientific knowledge and attitude required as craftsmen and technicians at sub-professional level. According to Okorie (2000), a technical college in Nigeria is established to prepare individual to acquire practical skills and basic scientific knowledge. It is charged with the production of skilled personnel in the area of mechanical technology, metal work, electrical/electronic technology, woodwork and building technology for the needs of society.

Building technology is one of the vocational programmes offered in college of Education. It is designed to produce building technicians for construction/ building industry. In building technology according to Okparaekwe (2004), students are expected to work with materials, tools, equipment and machines to mould blocks, carry out preliminary site operations, concreting, block wall construction and finishing in the building industry. In

building technology according to Odu (2001) students learn building construction, brick/block laying, technical drawing, building drawing, construction management, surveying and quantity surveying. The curriculum for building technology by the National Board for Technical Education (NBTE) is made up of 60 percent theory and 40 percent practical. The aim of this initiative is to increase the technological growth of the country and to allow students acquire more technical skills. In spite of Federal Government's emphasis on improving technology, building technology students still find it difficult to acquire building skills that can make them functional in the society after graduation. Students of building technology graduate with little or no building skills at all to enable them work in building industries or firms or to be self-employed. Skills are needed to service the sophisticated technical equipment that are now being imported into the country (Aliozor, 2004). Acquisition of saleable skills is the answer to the unemployment among the youths. Erewani (2004) explained that the level of unemployment in a state is indicative of the quality and quantity of manpower available. In order to reduce unemployment among building technology students after graduation and for them to contribute their quota to the development of the state, building skills need to be taught by technical teachers, modern building technology tools and equipment for teaching relevant skills in building must be readily available, also good teaching strategies must be used to teach building skills to the students and correct evaluation strategies are to be applied to evaluate students' performance both within and outside school.

Without acquiring building skills, graduates of building technology can never be functional in the society. They can only be acquired when relevant materials, tools and equipment are available for teaching. Relevant tools and equipment enhance practical teaching and learning process. Quality of instructions offered to the students depends on the teaching strategies employed. The process of offering quality instructions to students involves the use of sophisticated tools, equipment and machines, delicate materials and complex methods of work. This now demands for skilled graduates to be involved in building technology practices in the state. Hence, it is imperative to determine strategies for improving skill acquisition of building technology students in College of Education that will enable them to function effectively in the society.

Building technology programme in Colleges of Education is aimed at producing skilled craftsmen who will be able to perform basic functions in building technology both in private and public sector (NBTE, 2001). Building technology is a skill oriented programme whose graduates are expected to be self employed or set-up their businesses after graduation but rather than being self employed or set up businesses in the area they were trained many have turned to what is popularly known today as "OKADA" operators while others become hawkers in cities. It has been observed that the objectives have not been achieved over the years. This is because the graduates of vocational technical education from college of education, especially in building technology, still roam the street joblessly. Some have become hawkers while some have turned into "OKADA" riders. Unemployment among youths appear to be shooting up the sky (Victor, 2006). This may be due to little or no skill acquired by the students during training in college of education. The consequences of joblessness among youths according to Oyebode (2003) include burglaries, robbery, psychological and financial stresses, fear, anxiety, aggression, frustration, prostitution, drug addiction, vagrancy, poverty, hunger and diseases.

It is a common observation that youths today do not want to work but want to become millionaires overnight. This has become a national issue, hence many youths have involved themselves in social vices such as armed robbery, kidnapping, vandalization of pipe lines and cultism, in order to make quick money. Many youths do not want to make use of their ten fingers. The reason is simply because they do not possess necessary skills in the area that

they were trained, and as a result they have no confidence in themselves to set up business. Good possession of relevant building skills that will enable building technology students set up businesses or become self-employed may reduce joblessness and social vices among them after graduation. Therefore, there is need for carrying out a study to determine strategies for improving skill acquisition of building technology students in College of Education that will enable them function effectively in the society.

Research Questions

The following research questions guided the study:

1. What are the Building Technology skills to improve student's performance in College of Education, Ikere Ekiti, Ekiti State?
2. What are the strategies for teaching theory to improve skill acquisition in Building Technology in College of Education Ikere- Ekiti, Ekiti State?
3. What are the instructional strategies for teaching practicals that enhance skill acquisition of Building Technology students in College of Education Ikere- Ekiti?
4. What are the evaluation strategies for improving skill acquisition of building technology students in College of Education, Ikere Ekiti, Ekiti State?
5. How should Building technology Production Units be utilized to improve skill acquisition of Building Technology students in College of Education, Ikere- Ekiti, Ekiti State?

Literature Review

The Concept of Skill Acquisition

Many authors have variously defined skills. According to Okorie (2001) skills are the work people perform which can be classified into the following basic skills: communication skills, computation skills, manual dexterity or motor skill as well as human relation skills. Osuala (2010) explained that communication, science and mathematics skills have been identified, as the three basic academic skills required of school graduates. But entry into World of work is contingent upon having a fourth set of skills as well. There are job specifics of vocational skills required by the occupation.

Although these four types of skills are critical to an individual's career progression, they do not guarantee job success or employment. Many employers believed that employability skills which are skills that enable an individual to acquire and keep a job are of primary importance.

Employability skills referred to as individual competence; communication skill, comprehension, computation and culture. Personal reliability skills refer to; personal management, ethics and vocational maturity. Economic adaptability skills refer to problem solving employability and career development. While group and organization effective skills refer to interpersonal skill, organizational skill and skill negotiation and creativity and leadership. Okorie (2000) also said that skill is a manual extent acquired through repetitive performance of an operation. Therefore a person is said to acquire skill when he/she can finish a given piece of work at a given time with minimum error. Okorie (2000) classified skills into three areas namely;

- a) Technical skills
- b) Human skills
- c) Conceptual skills

To possess a skill is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice.

It enables individual to acquire the know-how of a variety of skills that is related to a particular trade occupation. It is therefore important that the theory and practice of skill must be fully integrated into a teaching-learning process of students for the purpose of effectiveness and worthwhile result. All teaching should assist the students to acquire a blend of theory and practical skills in order to achieve the stated objectives. The importance of industrial and skill acquisition cannot be overemphasized in the educational system in this present situation of economic instability, which has caused problem of unemployment in the industries. According to Okorie (2000), it is generally believed that the acquisition of the requisite skill is a means of increasing the productive power of a nation, hence the Nigeria society should recognize the fact that every citizen should be equipped with adequate skill to contribute effectively to the welfare of the country. Therefore industry- based skills can be accomplished through integration of whatever new developments in the industry into the curriculum contents of the school workshop and laboratories. A proper integration and systematic programme of vocational education will enable persons to obtain the skills that are important in order to fill the industrial vacancies existing. It will also reduce the level of unemployment in the country.

In teaching, teachers should not rely on old curriculum contents they should be familiar with new developments in the industries.

Teachers should endeavor or should effectively organize and use numerous methods and material available to them in such a way as to ensure that the students acquire the functional and important skills, which they require from employer for personal use; to achieve these;

- i) The teachers must be familiar with the wide range of current methods and materials, which are for training students on their lessons.
- ii) The teachers need to understand what value a particular method has and how it must be used and where and when to be used within the learning contents to achieve effective learning.
- iii) In teaching any current industrial skills a teacher should employ all possible means that are available, he or she as a teacher should consider various possible ways for the selection of instructional strategies and materials for teaching.
- iv) Before teaching the new skills a teacher should bring such skills into the teachable element. This will facilitate this election of appropriate method, strategies and materials for teaching each content or topic.

During training, the purpose of the vocational education is to equip the individual with the right skills, which are immediately relevant to a particular occupation in the industries or group of work.

Skill Acquisition in Building Technology

Vocational education is the education for work, it is all about skill. There is the need to assist people to learn and acquire appropriate knowledge, habits of thought and conduct, skill as well as other qualities of character that will enable them to develop intellectually, socially, physically, emotionally, morally, spiritually, politically and economically (Alizor, 2004). Skill acquisition is one of such ways of learning.

Mgbeahurike (2000) described skill acquisition as a process by which individuals are exposed to the learning and continuous practices in a particular task till the learner becomes proficient in the operation and can perform them when required. Skills are therefore, acquired first and developed subsequently, through utilization and practice.

According to Okorie (2000), skills are acquired when procedural instructions are matched with performance activities. He added that repetition is the watchword. Aliozor (2004) said that for students to acquire skills in vocational education course such as building

technology, metal work, woodwork etc. opportunity should be provided for them to practice the skills they are taught in an environment that is relevant to the job skills learnt. For instance, science laboratories are provided in studying sciences, and the students are taught the practical aspect of the subjects. In the same manner, typing pools, office practice and language laboratories, computer rooms or laboratories are for business and computer education. Workshops are for technical education students where skills can be acquired.

Mgbeahurike (2000) observed that the process of skill acquisition involves the following; observation, imitation, manipulation, performing and perfecting. The acquisition of skill is important in vocational education since it is occupationally oriented. Okorie (2001) said that if education is preparation for life and if practically every one's life and opportunities for self-expression and fulfillment include work and skills possessed, then only the successfully employable are successfully educated and skilled. Thus acquisition of skills in vocational education could help the learner to;

- Cultivate a right attitude to work
- Have a good sense of duty and respect for the dignity of labour
- Be self-sufficient, that is, prepare the learner to be worthwhile in vocational education activities or as business owners.
- Acquire saleable skills needed to improve the production, marketing and exchange of raw materials for man and industries.

The relevance of acquisition of skills on the part of vocational education graduates or her teachers is that it equips the teachers as well as those who acquired them well enough to be able to apply the relevant skills acquired and developed in the management of their laboratories and other members of staff (Aliozor, 2004). Skill acquisition in building technology to Nigerians economy cannot be over-stressed. People who have acquired skills in different spheres of life endeavors are sure to be either self-employed or the secure related employment in government agencies or in private business organization.

A technical skill according to Barber (2003) is the ability or dexterity in the use of tools effectively and in an efficient manner. AERC (2001) defined technical skill as the most important skills required in the modern workplace which involve the understanding, use and application of various technologies in the workplace. Technologies ranged from information technology through to robotics, computerized production systems equipment and machinery. Employers therefore need their employees to be able to operate within a technological environment. Employers need their employees to have technical skills relevant not just to a particular job but to participate in a range of work-related processes. Employees are then required to become familiar with relevant software and technological procedures that are increasingly becoming the norm in most modern workplaces. The body reviewed that there are four areas where technical skills would need to be applied in the workplace depending on the context and the experience of the employees. These areas include:

- Routine work – use of programs such as Word, Excel, Power point and Lotus Notes, which are part of the everyday communication processes; use of programs to manage production processes.
- Specialized technical work- use of software to plan and subsequently manage project timelines and costs, and design products and services.
- Design or adaptation- use of principles and theories of electronics and IT to design or adapt software in order to provide a technical solution to a common problem.
- Information seeking- use of the internal and intranets to identify successful strategies used by overseas affiliates.

Employers also want their employees to be able to understand, use and apply other workplace equipment and machineries such as telephone, fax machine, photocopy machine, scanning machine, printing machine etc. Also, the need for employees to have the physical capacity/

coordination and dexterity I applying the new technologies- that is, physical fitness and manual dexterity- is considered to be of importance. COA further explained that in the workplace, technical skills are applied when employees are:

- Using information technology to assist in communication and support management and planning functions.
- Operating machinery and technologies which assist in the completion of routine, heavy or complex tasks
- Trouble shooting machinery and technology
- Applying occupational health and safety (OHS) knowledge to appropriately use technology, be it information technology or machinery.

Methodology

For the purpose of this study, descriptive survey research design was use to obtain information for strategies for improving skill acquisition of building technology students in College of Education, Ikere-Ekiti, Ekiti State, Nigeria.

The research covered the students of Department of Technical Education, College of Education, Ikere- Ekiti, Ekiti State, Nigeria.

The population of the study consists of all the Building technology students in College of Education, Ikere- Ekiti, Ekiti State.

The sample of this study comprise of ten (10) students which are selected from Building technology department.

The researcher used the two basic source of data collection in the process of conducting the research. The two sources of data collection are Primary source and Secondary source of data collection.

Primary source of Data Collection: They are information that is gathered specifically for the purpose of this research work. In this study, data were got from case study observation survey and questionnaire. The questionnaire is a well structure one, which permit the respondents to agree or disagree. The questions are designed in a close ended manner in order to ensure accurate statistical evaluation

Secondary source of Data Collection: These sets of data were gotten from existing information that are already written, published and unpublished that are related to the topic which include: journals, newspapers, international publication and bulleting toward development.

A set of questionnaire was designed by the researcher for the study, which is for students. The questionnaires constitute the instrument for data collection.

The questionnaire was given to experts in the field of measurement and evaluation for necessary suggestion and correction. The instrument was later given to the research supervisor for necessary scrutiny and approval for usage. These were done to ensure face and content validity of the instruments. This also confirms the ability of the instrument to measure what its purports to measure.

The reliability of the instrument was ensured using test-retest method. The instruments were administered on 10 students outside the study area. After two weeks, the instruments were re-arranged and re-administered on the same set of students and teachers. The responses from the set of questionnaire were analyzed and correlated using Pearson Product Moment Correlation Analysis and a reliability co-efficient was obtained for the students' questionnaire.

The researcher personally goes to the schools under the study and gets permission from the principal to administer the questionnaires. The researcher also explains the purpose of the study to the respondents and elicits their maximum cooperation so that the objective of

the study could be achieved. The questionnaire were administered by the researcher personally. This was done to enable the researcher to ensure that the questionnaire get to the respondent directly. The questionnaires contain 20 items with 4-point Likert scale and information about respondents.

Descriptive and inferential statistics were used to analyze the data. Basic features of the data was described and interpreted. Mean, standard deviation and chi-square analysis were used to analyze the data for purpose of answering the research questions and testing the hypotheses raised in the study.

Results and Discussion

Descriptive Analysis

Research Question 1

What are the Building Technology skills to improve students’ performance in College of Education, Ikere – Ekiti, Ekiti State?

In addressing this question, data were collected from the responses to the questionnaire and analyzed using percentages. The findings are shown in Table 1. This research question sought to know the building technology skill in order to improve students’ performance. It comprises of 5 items in the questionnaire as shown below.

Table 1: Chi-Square Analysis of the Building Technology skills to improve students’ performance in College of Education, Ikere – Ekiti, Ekiti State

S/N	Item Description	No. of respondents	SA	A	D	SD	Decision
1	Determining correct foundation depth for a particular building	10	7 (70%)	3 (30%)	-	-	Agreed
2	Using simple leveling instruments to determine the level of the building from the road	10	5 (50%)	5 (50%)	-	-	Agreed
3	Setting out of building using builder’s square or 3:4:5 method	10	9 (90%)	1 (10%)	-	-	Agreed
4	Mixing of cement, sand and gravel plus water in their right proportion	10	2 (20%)	8 (80%)	-	-	Agreed
5	Using head pan or wheelbarrow for measuring materials	10	10 (100%)	-	-	-	Agreed

In table 1 above, it comprises of 5 items in the questionnaire as shown above, 70% of the respondents strongly agree with the first (1) item listed in the questionnaires, 30% of the respondents agreed with the same item and none of respondents strongly disagree nor disagree with the item, 50% of the respondents strongly agree with second (2) item listed in the questionnaires, 50% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 90% of the respondents strongly agree with third (3) item listed in the questionnaires, 10% of the respondents agreed with the same item while none of the respondent strongly disagree nor disagree with the item, while 20% of the respondents strongly agree with fourth (4) item listed in the questionnaires, 80% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with fifth (5) item listed

in the questionnaire, none of the respondents agreed with the same item and none of the respondents strongly disagree while none disagree the item. Hence, it is agreed that there are some Building Technology skills to improve students’ performance in College of Education, Ikere- Ikere, Ekiti State.

Research Question 2

What are the strategies for teaching theory to improve skill acquisition in Building Technology in College of Education, Ikere – Ekiti, Ekiti State?

Table 2: Chi-Square Analysis of the strategies for teaching theory to improve skill acquisition in Building Technology in College of Education, Ikere – Ekiti, Ekiti State

S/N	Item Description	No. of respondents	SA	A	D	SD	Decision
6	Using students’ centered teaching method for teaching Building Technology	10	4 (40%)	3 (30%)	-	3 (30%)	Agreed
7	Using intelligent students to teach other students to teach other students some building concepts	10	6 (60%)	3 (30%)	1 (10%)	-	Agreed
8	Grouping students to deliberate and find out innovations in Building Technology	10	8 (80%)	2 (20%)	-	-	Agreed
9	Inviting Building Technology personnel from industries to deliver lessons on new innovations in building industry	10	9 (90%)	1 (10%)	-	-	Agreed
10	Allowing each student to demonstrate what has been learnt after each lesson	10	8 (80%)	2 (20%)	-	-	Agreed

In table 2 above, it comprises of 5 items in the questionnaire as shown above, 40% of the respondents strongly agree with the sixty (6) item listed in the questionnaires, 30% of the respondents agreed with the same item and none of respondents strongly disagree while 30% of the respondents disagree with the item, 60% of the respondents strongly agree with seventh (7) item listed in the questionnaires, 30% of the respondents agreed with the same item and 10% of the respondents strongly disagree and none disagree with the item, 80% of the respondents strongly agree with eight (8) item listed in the questionnaires, 20% of the respondents agreed with the same item while none of the respondent strongly disagree nor disagree with the item, while 90% of the respondents strongly agree with ninth (9) item listed in the questionnaires, 10% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 80% of the respondents strongly agree with tenth (10) item listed in the questionnaires, 20% of the respondents agreed with the same item and none of the respondents strongly disagree while none disagree the item. Hence it is agreed that there are some strategies for teaching theory to improve skill acquisition in Building Technology in College of Education, Ikere-Ekiti, Ekiti State.

Research Question 3

What are the instructional strategies for teaching practicals that enhance skill acquisition of building Technology students in College of education Ikere- Ekiti?

Table 3: Chi-Square Analysis of the instructional strategies for teaching practicals that enhance skill acquisition of building Technology students in College of education Ikere-Ekiti

S/N	Item Description	No. of respondents	SA	A	D	SD	Decision
11	Allowing students to engage themselves in practicing what they learned from practicals	10	10 (100%)	-	-	-	Agreed
12	Grouping students into small groups during practicals for monitoring	10	9 (90%)	1 (10%)	-	-	Agreed
13	Always inviting building experts from building industries to give lectures to students on practical innovations	10	10 (100%)	-	-	-	Agreed
14	Visiting relevant building industries for practical skill acquisition (field trip)	10	9 (90%)	1 (10%)	-	-	Agreed
15	Always teaching practical in a well-organized and equipped workshop	10	10 (100%)	-	-	-	Agreed

In table 3 above, it comprises of 5 items in the questionnaire as shown above, 100% of the respondents strongly agree with the eleventh (11) item listed in the questionnaires, none of the respondents agreed with the same item and none of respondents strongly disagree nor disagree with the item, 90% of the respondents strongly agree with twelfth (12) item listed in the questionnaires, 10% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with thirteenth (13) item listed in the questionnaires, none of the respondents agreed with the same item while none of the respondent strongly disagree nor disagree with the item, while 90% of the respondents strongly agree with fourteenth (14) item listed in the questionnaires, 10% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with fifteenth (15) item listed in the questionnaire, none of the respondents agreed with the same item and none of the respondents strongly disagree while none disagree the item. Hence it is agreed that there are some instructional strategies for teaching practicals that enhance skill acquisition of Building Technology students in College of Education, Ikere-Ekiti.

Research Question 4

What are the evaluation strategies for improving skill acquisition of Building Technology students in College of Education, Ikere – Ekiti, Ekiti State?

Table 4: Chi-Square Analysis of the evaluation strategies for improving skill acquisition of Building Technology students in College of Education, Ikere – Ekiti, Ekiti State

S/N	Item Description	No. of respondents	SA	A	D	SD	Decision
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16	Evaluating students during practicals using relevant evaluation strategies such as rating scale or observation	10	6 (60%)	2 (20%)	-	2 (20%)	Agreed
17	Evaluating students based on their practical experience	10	7 (70%)	2 (20%)	1 (10%)	-	Agreed
18	Giving different assignment to each student at the end of each lesson	10	4 (40%)	3 (30%)	2 (20%)	1 (10%)	Agreed
19	Administering written examinations to students every two weeks	10	9 (90%)	1 (10%)	-	-	Agreed
20	Using practical work to evaluate students' performance in the class	10	10 (100%)	-	-	-	Agreed

In table 4 above, it comprises of 5 items in the questionnaire as shown above, 60% of the respondents strongly agree with the sixteenth (16) item listed in the questionnaires, 20% of the respondents agreed with the same item and 20% of respondents strongly disagree and none disagree with the item, 70% of the respondents strongly agree with seventeenth (17) item listed in the questionnaires, 20% of the respondents agreed with the same item and 10% of the respondents strongly disagree and none disagree with the item, 40% of the respondents strongly agree with eighteenth (18) item listed in the questionnaires, 30% of the respondents agreed with the same item while 20% of the respondent strongly disagree and 10% of the respondents disagree with the item, while 90% of the respondents strongly agree with nineteenth (19) item listed in the questionnaires, 10% of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with twentieth (20) item listed in the questionnaire, none of the respondents agreed with the same item and none of the respondents strongly disagree while none disagree the item. Hence it is agreed that there are some evaluation strategies for improving skill acquisition of Building Technology students in College of Education, Ikere-Ekiti, Ekiti State.

Research Question 5

How should Building Technology Production units be utilized to improve skill acquisition of building Technology students in College of Education, Ikere – Ekiti, Ekiti State?

Table 5: Chi-Square Analysis of Building Technology Production units be utilized to improve skill acquisition of building Technology students in College of Education, Ikere – Ekiti, Ekiti State

S/N	Item Description	No. of respondents	SA	A	D	SD	Decision
21	Using students to organize and execute the activities of building production unit in the school	10	9 (90%)	1 (10%)	-	-	Agreed
22	Providing good supervision	10	10	-	-	-	Agreed

	method to ensure the achievement of practical skill acquisition		(100%)				
23	Keeping safe all tools and equipment used after work	10	9 (90%)	1 (10%)	-	-	Agreed
24	Involving students in the execution of the project scammed for.	10	10 (100%)	-	-	-	Agreed
25	Encouraging students to scan for projects outside school by giving the some percentage of the cost of the project	10	10 (100%)	-	-	-	Agreed

In table 5 above, it comprises of 5 items in the questionnaire as shown above, 90% of the respondents strongly agree with the twenty- first (21) item listed in the questionnaires, 10% of the respondents agreed with the same item and none of respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with twenty-second (22) item listed in the questionnaires, none of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 90% of the respondents strongly agree with twenty-third (23) item listed in the questionnaires, 10% of the respondents agreed with the same item while none of the respondent strongly disagree nor disagree with the item, while 100% of the respondents strongly agree with twenty-fourth (24) item listed in the questionnaires, none of the respondents agreed with the same item and none of the respondents strongly disagree nor disagree with the item, 100% of the respondents strongly agree with twenty- fifth (25) item listed in the questionnaire, none of the respondents agreed with the same item and none of the respondents strongly disagree while none disagree the item. Hence it is agreed that there are some Building Technology Production units that can be utilized to improve skill acquisition of building Technology Students in College of Education, Ikere –Ekiti, Ekiti State.

Conclusion

Based on the findings of the study, the following conclusions are: Building Technology at College level is all about teaching skills to students for employment and wealth creation after graduation. In order for students to acquire these skills, teachers are required to teach relevant skills to students by employing appropriate teaching and evaluation strategies.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The skills identified in this study should be integrated into the curriculum of Building Technology for Training students in Technical Colleges.
2. Workshop and seminars should be organized for Building Technology teachers on current technologies/issues in Building technology from time to time.
3. Teachers of building Technology should endeavor to adopt identified teaching and evaluation strategies for training their students.
4. Training equipment, machines and books should be donated to schools offering Building Technology by government and employers of labour in order to teach skills to students.

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