

## Programme of Study Satisfaction among Vocational Technical Education (VTE) Students in Tertiary in Edo State, Nigeria

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### **Abstract**

*Satisfaction is a propelling factor that sustains an individual's aspiration or desire towards goal attainment. Thus, it becomes imperative to find out VTE students' extent of programme satisfaction in tertiary institutions in Edo State. Descriptive survey design was adopted for the investigation. The population of the study comprised 928 which was made up of final year VTE students in tertiary institutions in Edo State Nigeria. The Taro Yamane technique was employed to select a sample of 279. The instrument for data collection was a 30-item questionnaire, and its reliability coefficient of 0.96 was obtained using Cronbach's alpha method. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The study revealed that VTE students' satisfaction is generally low with their programme of study. However, the students expressed some level of satisfaction in few areas of the programme activities. There was no significant difference in the programme of study satisfaction based on gender, type of institutions, school ownership and mode of entry or admission. The study therefore recommended among others that tertiary institutions should endeavour to provide facilities including up-to-date computer laboratory for practical skills teaching/learning in tertiary institutions and conducive learning conditions for effective running of VTE programmes; and regular orientation and re-orientation should be given to VTE students on the importance of VTE programme especially at the point of entry or admission.*

*Key Words: Programme, study, satisfaction*

### **Introduction**

The Nigeria system of education at its inception focused more on the acquisition of certificates instead of the needed vocational skills and competencies. This has caused many Nigerian youths and adults to enroll in educational institutions in pursuit of certificates. Consequently, the promotion of quality education which is expected to provide employment for the youths has been mainly neglected. Thus, Ayodele in Ozoemena (2013), lamented the problem of inappropriate education that is bookish, theoretical and white collar job oriented. Undoubtedly, this has resulted in many graduates in the labour market seeking for white collar jobs over the years which are invariably not available; especially when compared with the large number of these graduates that are turned out from our tertiary institutions yearly. This trend has actually contributed to so many crimes that are associated with the youths, because, an idle man they say, is the devil's workshop. Such crimes include stealing, cyber frauds, 419 (advanced fee fraud), kidnapping, armed robbery, prostitution, human trafficking, violence and juvenile delinquency. As asserted by Aibieyi and Ibrahim (2011), the youth unemployment has reached an alarming proportion and it is described as a social plague.

In a bid to address this issue of provision of dysfunctional education in the country, the Nigerian government through its vision of 'Nigeria Policy on Education' (NPE) document has carried out various educational reforms and policies which are geared towards helping the youths (graduates of tertiary institutions) and adults to be self-dependent, with emphasis on vocational and technical education both formally and non-formally (Federal Republic of Nigeria, 2004).

Vocational and technical education (VTE) as posited by Career and Technical Education (CTE 2009), is a planned programme of course and learning experiences that begin with the exploration of careers options, supports basic academic and life skills, and enables the achievement of high academic standards, leadership, preparation for industry and continuing education. The Federal Government of Nigeria (FRN, 2004) on its part, defines VTE as an aspect of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge, relative to occupations in various sectors of economic and social life.

In the context of this study, VTE is an essential education, which is intended to provide the trained manpower with skills for industries and other engineering services required by any society. The major specialized areas of study include Agricultural education, Technical Education, Business education, Computer Education, Marketing and Home Economics. Thus, VTE is a comprehensive programme which prepares individuals for occupational fields for participation in the world of work (Seyi, 2014). VTE therefore is a multi-purpose directional education. This could be the reason why Cinterfor/Ilo (2006) described VTE as a tool to counteract at least in part, the harmful effect of unemployment by promoting greater job turnover and guarding against the risks of obsolescence. In the same vein, Ozoemena (2013) stated that VTE is an effective mechanism for career development of people; and further described VTE as a tool for sustainable development in Nigeria. In Edo state, South-South Nigeria, there are four tertiary institutions that offer VTE programmes.

Programme, according to Business Dictionary.com (2014), is a plan of action aimed at accomplishing a clear business objectives, with details on what work is to be done, by whom, when and what means or resources that will be used. Programme is also a detailed plan for learning which could lead to the award of a qualification such as VTE programme. In the view of Business Dictionary (2014) a programme could cause a person to behave in a predetermined way. This is the reason some authors have observed over the years that a significant relationship existed between condition of school environment/facilities and the attitudes of the teachers in their duties as well as students' attitude to schooling (Owoeye, 2000; Ikoya 2008). Some factors that could cause or predetermine students' behavior in a programme of study may include personal, social and societal perception, influence of peer group, level of awareness about the programme, parents' choice to study a particular course, among others. Other factors may also include the resources for implementation of a particular programme such as human and material resources. The human resources consist of the personnel, i.e the quality of manpower involved in teaching and learning of VTE courses while the material resources consist of facilities and equipment. In the context of this study, these resources consist of personnel or manpower, equipment which include machines, computers and facilities such as laboratories, furniture, electricity, funds, building, and lecture halls, among others that are needed for the implementation of VTE programme to ensure goals' achievement. These resources or facilities no doubt facilitate effective teaching and learning. Ikoya (2008) identified that the condition of school facilities have a strong influence on job performance of teachers, students' academic performance and their attitudes towards programme of study.

Owoeye (2000) has long identified the importance of school facilities in teaching and learning while the inadequacy, deterioration and lack of maintenance of these facilities will negatively affect the teachers and students in the teaching and learning activities. In other words, availability or non-availability of facilities and equipment has far reaching effects on students' contentment and satisfaction in a programme. Thus, Dokubo and Dokubo (2014) noted that for any programme to meet its set objective, its design must address the needs of the learners, the needs of institutions of learning, that of the society into which the learner belongs and Nigeria at

large. It is not known whether the students offering VTE programme in Edo State tertiary institutions are satisfied or not with the general condition and available facilities for studying VTE programme.

However, in the literature, several authors have identified some challenges facing the implementation of VTE programme generally. According to Manfred and Jeniffer in Okolocha (2012), though VTE in Nigeria has been seen as a key element in the changing world economic order, nevertheless, VTE in Nigeria like in many other countries still face a lot of challenges. In line with this statement, Seyi (2014) affirmed that shortage of equipment and facilities has been a very serious problem in VTE in general. Similarly, Ozoemena (2013) outlined that the major problems militating against effective implementation of vocational training programmes in educational institutions across the country, include inadequate provision of necessary facilities and equipment, less emphasis on technical education and negative public attitude to vocational education; while Olaitan cited by Seyi (2014) stated that the condition under which vocational education is imparted is poor as most schools and tertiary institutions lack relevant equipment for training, lack of workshop and its facilities, ill-equipped and outdated laboratories. Irokah (2016) equally noted that the absence of relevant and standard materials and text-books on VTE programme, ineffective style of instruction, have led the undergraduate students to no other option than going into the world of work without a sound knowledge and understanding of what is required of them, and they therefore remained unemployed or under-employed. Commenting on aspect of funding, Gabadeen and Raimi (2012) stated that due to poor funding and insufficient teaching gadgets, practical-oriented training has been concentrated on esoteric research which has little to do with the business world. In the same vein, Isyaku in Ogbeifun (2015) stated that VTE in Nigeria has been delivered by inadequate supply of facilities and equipment necessary for acquiring skills and competencies for self-employment. These challenges therefore call for great concern as they are capable of affecting students' morale and ability in achieving the relevant skills and knowledge necessarily required of VTE programme. This could be the reason why Ogbeifun (2015) lamented that Nigeria as a developing country, has failed to achieve any meaningful industrial development because the youths and graduates from tertiary institutions are not equipped with adequate skills that will enable them exploit the natural resources that abound in Nigeria. It is therefore worrisome that the resources that would enable VTE programme being implemented to enable its students acquire the necessary employability skills and competencies and the goals of VTE actualized seem not to be in place. Either the infrastructure, finance, equipment, provision of conducive environment, laboratories for teaching/learning are completely not in place or are inadequate. It is to be noted therefore, that the quality of education students receive in a programme such as VTE is directly related to the availability of resources or facilities and equipment which in turn determines the quality of school leavers produced in such programme and the level of satisfaction they equally get.

Satisfaction is the act of fulfilling a need or want, desire, appetite, or the feelings gained from such fulfillment (Vocabulary.com.Dictionary, 2016). Further stated, Satisfaction also means having enough in a good way. In his view, Kotler, Lane; Koshy, and Jha (2009) defines satisfaction as a person's feeling of pleasure that results from comparing a products' perception from performance outcome or expectation. Satisfaction therefore, is the state of being contented and happy with one's situation in a given circumstance. The students of VTE are expected to achieve so much from their various tertiary institutions, that, which would benefit and better their future after completion of their programmes. In fact, satisfaction that is derived from VTE programmes relate to everything that would make them eligible to become productive and successful persons in their practical lives even especially after graduation. Reid (2008) classified few basic characteristics that employers normally seek from university graduates. These include knowledge, intellectual abilities, and ability to work in modern organizations; interpersonal and communication skills. In addition, there are other invisible characteristics required by the market place and they include – leadership qualities, adaptability, willingness to learn, be participative and positive to work in terms of problem solving skills, flexibility, ability to summarize key issues and ability to be productive and loyal team/organizational member. The attainment of these skills and abilities is what parents/guardians and students expect when they decide to send their children to tertiary institutions as well as students' satisfaction of their programmes.

### **Statement of the Problem**

Students' level of satisfaction is one of the paramount and important issues to be considered in the delivery of any educational programme such as VTE. Thus, Abbasi, Malik, Imran, and Imdadullah, (2011) lamented that students satisfaction has never been considered as an issue of importance by educational authorities nor regarded as a matter of survival or existence by higher education institutions. Programme satisfaction of students is capable of bringing about sustainability of their interest, existence and continuity of any educational programme. On the contrary, programme dissatisfaction would lead to decrease in the morale of students which could lead to programme discontinuity. For some years, the researchers' personal observations and experiences as lecturers of vocational courses show that lecturers often complain of being faced with problem of inadequate facilities and equipment for imparting the necessary skills and knowledge. Students themselves lament over the poor condition under which they learn vocational courses coupled with the already insinuation and enormous belief by the general public and their mindset about VTE having "inferior rating" while educational stakeholders are currently worried about the poor attitude of students towards schooling. It may not be fair to blame students of VTE like others in tertiary institutions for low commitment towards learning and schooling. Studies on the growing phenomenon has questioned that the state of students' academic programme satisfaction are far apart. Hence, what is not really known is the level of programme satisfaction among VTE student' in tertiary institutions in Edo State.

The central questions therefore, are "what is VTE students' level of programme satisfaction in tertiary Institutions in Edo State?" Do their levels of programme satisfaction vary according to the variables of gender, mode of entry, type and ownership of institutions?

This study would be of immense significance in ascertaining the level of VTE students' satisfaction in tertiary institutions for policy delivery in the development of the programmes to ensure viability. The purpose of on the study was to assess the level of satisfaction among VTE students in tertiary institutions in Edo State. Hence, the research question that guided this study is: What is VTE students' level of programme satisfaction in tertiary Institutions in Edo State?

### **Hypotheses:**

The following hypotheses were formulated to guide the study.

1. VTE students in Edo State will not be satisfied in their programme of study.
2. There is no statistically significant difference in the mean rating of male and female VTE students in tertiary institutions in Edo State with regard to their satisfaction.
3. There is no statistically significant difference in the mean rating of VTE students in public and private Universities in Edo State with regard to their satisfaction.
4. There is no statistically significant difference in the mean score of VTE students in Colleges of Education and Universities in Edo State with regard to their satisfaction.
5. There is no statistically significant difference in the mean rating of UTME and direct entry VTE students in tertiary institutions in Edo State with regard to their satisfaction.

### **Methodology**

The study was a descriptive survey. The Population of the study was 928 final year VTE students from University of Benin, Benin City, Ambrose Ali University, Ekpoma, Benson Idahosa University, Benin City, College of Education, Ekiadolor and College of Education, Igueben. University of Benin, Ambrose Ali University, College of Education, Ekiadolor and College of Education, Iguebenare public owned institutions, while Benson Idahosa University is a private owned institution. The sample size of the study was 279. The Taro Yamane formula was used to obtain the sample (Uzoagulu, 2011).

The instrument used was a four-point response option questionnaire with 30 items. The response modes of highly satisfied, satisfied, dissatisfied and highly dissatisfied with numerical assigned values of 4, 3, 2 and 1 respectively were adopted. The questionnaire was validated by two experts, and its reliability of 0.96 was

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obtained using Cronbach alpha formula. Data were analyzed using mean, standard deviation and t-test. Mean was used to answer the research question, while t test was used to test the hypotheses. To ascertain the level of satisfaction on each programme activities, the real limit of mean responses was employed. Any item with mean value ranging from .05 to 1.49, 1.50 to 2.49, 2.50 to 3.49, or 3.50 to 4.00 was considered as highly dissatisfied, dissatisfied, satisfied, and highly satisfied. However, overall mean value less than 2.50 was also regarded as dissatisfied; while overall mean value from 2.50 and above was also regarded as satisfied. These range of mean values were considered as criteria used to ascertain VTE students' level of programme satisfaction in this study. With respect to the standard deviation, any item with its value of standard deviation less than 1.96 from the mean value were considered very good response and highly clustered around the mean. The decisions for the hypotheses were based on probability (p) value of 0.05, such that the hypothesis is retained if the p-value is greater than 0.05; otherwise is would be rejected.

**Research Question:** What is VTE students' level of programme satisfaction in tertiary Institutions in Edo State?

**Table 1:** Mean and standard deviation analysis on the level of programme satisfaction among vocational education students in tertiary institutions (N = 279)

S/N	Item Statement	Mean	SD	Remarks
1	The teaching of practical skills by lecturers in Vocational and Technical Education	1.80	.849	D
2	Relevance of curriculum content to modern day office demands	2.01	.869	"
3	Methods of lecture delivery adopted by lecturers	1.98	.875	"
4	Instructional content of the programme	3.00	.896	S
5	Use of projectors to teach	1.41	.698	HD
6	Ability to relate theory to practical during SIWES	2.11	.923	D
7	Interpersonal relationship between lecturers and students	2.30	1.011	"
8	Teachers feedback on assignments	2.97	.925	S
9	Lecturers commitment to class attendance	3.14	.934	"
10	Time between end of lecture and examination	2.35	1.018	D
11	Disposition of lecturers/willingness of lecturers to align with modern trend in world of work	2.39	.952	"
12	Maintenance of facilities and laboratory equipment	1.40	.579	HD
13	Up to-date computer laboratory for practical teaching/learning	1.47	.644	"
14	Good lighting and ventilation for teaching and learning	2.80	1.070	S
15	Comfortable seats and tables for acquiring relevant skills in the programme	2.09	.972	D
16	Currency of textbooks and other study materials	2.03	.770	"
17	Adequacy of textbooks and teaching aids	2.06	.840	"
18	Easy access to learning materials	2.11	.741	"
19	Accessibility to internet facilities	2.05	.902	"
20	Regular power supply to operate machines	1.39	.618	HD
21	Practical work-shop	1.44	.664	"
22	Arrangement of office equipment and facilities	2.19	.805	D
23	Programme meeting the goals and objectives	2.24	.955	"
24	Time allotted to teaching of skills	2.29	.782	"
25	Distribution of courses in examination time table	2.13	1.096	"
26	Lecture time table distribution	2.28	.881	"
27	Class size (Students and teachers' ratio)	1.92	1.081	"
28	Release of result after examination	2.17	1.152	"
29	Record keeping and management	2.14	.764	"
30	Job prospects of potential graduates of the programme	2.15	.936	"
<b>Overall value</b>		<b>2.13</b>	<b>.222</b>	<b>D</b>

Table 1 reveals that the mean item responses of the students on their level of programme satisfaction range from 1.39 to 3.14, while the standard deviation range from .579 to 1.152. The mean responses depict that the students were highly dissatisfied with five of the items corresponding to their programme activities. However, the mean responses showed that the students were satisfied with four of the items (4, 8, 9 and 14) of their programme activities. The cluster mean of 2.13 summarily reveals that the students demonstrated dissatisfaction on their programme of study.

**Hypothesis one:** VTE students in Edo State will not be satisfied in their programme of study.

**Table 2:**The t-test analysis in comparing students’ mean responses of programme satisfaction and the hypothesized mean of 2.50.

Subject	N	Normative mean	Actual mean	SD	df	t-val.	p-val.	Decision
Tertiary Vocational and Technical Education Students	279	2.50	2.13	.222	278	28.122	.001	S

Note. S means significant ( $p < .05$ )

Table 2 shows that the overall mean level of satisfaction is 2.13, while the standard deviation is .222. The test score (normative mean) is 2.50, while the t-value with  $df = 278$  is 28.122. Testing the hypothesis at alpha value of .05, the t-value is significant at p-value of .001. Since the p-value is less than the alpha value, the students’ level of programme satisfaction is significantly lower than the expected level of satisfaction.

**Hypothesis two:** There is no statistically significant difference in the mean rating of male and female VTE students in tertiary institutions in Edo State with regard to their satisfaction.

**Table 3:**The t-test analysis in comparing male and female students’ mean responses on their level of programme satisfaction

Sex	N	Mean	SD	df	t	P	Decision
Male	110	2.15	.220	277	1.380	.169	NS
Female	169	2.11	.223				

Note. NS means not significant ( $p > .05$ )

Based on sex, the aggregate means between male and female vocational education students’ level of programme of study satisfaction are 2.15 and 2.11 respectively. The t-value (1.38) depicts not significant at p-value of .169. Since the  $p > .05$ , the null hypothesis is retained. This implies that male and female VTE students in tertiary institutions do not significantly differ in their level of programme of study satisfaction.

**Hypothesis three:** There is no statistically significant difference in the mean rating of VTE students in public and private Universities in Edo State with regard to their satisfaction.

**Table 4:**The t-test analysis on students’ level of programme satisfaction based on ownership of institutions

Ownership	N	Mean	SD	df	t	P	Decision
Public	108	2.114	.196	112	.100	.921	NS
Private	6	2.106	.249				

Note. NS means not significant ( $p > .05$ )

Results of Table 4 shows that the aggregate mean responses of the students’ level of programme of study satisfaction based on university ownership (public and private) are 2.114 and 2.106. At  $p = .921$ , the t-value (.100) is not significant, hence the hypothesis is retained. Thus, there is no significant difference between public and private VTE students’ responses on their level of programme satisfaction.

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**Hypothesis four:** There is no statistically significant difference in the mean score of VTE students in Colleges of Education and Universities in Edo State with regard to their satisfaction.

**Table 5:**The t-test analysis on students' level of programme satisfaction based on type of institution

<b>Institution</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>P</b>	<b>Decision</b>
College of Education	165	2.14	.237	277	.810	.419	NS
University	114	2.11	.198				

*Note.* NS means not significant ( $p > .05$ )

Table 5 showed that the aggregate mean responses of VTE students in colleges of education and universities on their level of programme of study satisfaction are 2.14 and 2.11 respectively. The data in the table showed that the t-value (.810) is not significant at p-value of .419. Since the p-value is greater than the alpha value (.05), the null hypothesis is retained. This means that VTE students in colleges of education and universities did not differ in their responses as regards their level of programme of study satisfaction.

**Hypothesis five:** There is no statistically significant difference in the mean rating of UTME and direct entry VTE students in tertiary institutions in Edo State with regard to their satisfaction.

**Table 6:**The t-test on programme satisfaction based on students' modes of entry into the institution

<b>Mode of Entry</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>P</b>	<b>Decision</b>
Direct	146	2.11	.246	277	1.109	.269	NS
UTME	132	2.14	.193				

*Note.* NS means not significant ( $p > .05$ )

Data in table 6 reveals that the mean responses of level of programme of study satisfaction based on mode of admission (direct and UTME) are 2.11 and 2.14 respectively. The t-value (1.109) is not significant at p-value of .269. Since the p-value is greater than the alpha value (.05), the hypothesis is retained. Hence, the mean responses of UTME and direct entry VTE students did not significantly differ with respect to their level of programme satisfaction.

### **Discussions**

This study investigated the level of programme of study satisfaction among VTE students in tertiary institutions. The study found that the students were dissatisfied with their programme of study. In some areas such as the use of projectors to teach, maintenance of facilities and laboratory equipment, up to-date computer laboratory for practical teaching/learning, regular power supply to operate machines and practical work-shop, the students expressed high level of dissatisfaction. Although, the students established or expressed some level of satisfaction in areas such as Instructional content of the programme, teachers' feedback on assignments, lecturers' commitment to class attendance and good lighting and ventilation for teaching and learning; the outcome of this study demonstrated that the students are dissatisfied with the majority of the activities in relation to their programme of study that would enable them acquire those skills and abilities that can satisfy the needs of employers. From this result, it is obvious that the level of dissatisfaction is high which calls for concern, redress and improvement in the programme of study. This is unhealthy bearing in mind that VTE programmes in tertiary institutions are training grounds where students learn and acquire all necessary skills and abilities that potential employers in the labour market sought for. If tertiary institutions embrace the challenge of providing students with the conducive learning conditions, students are likely to be motivated to learn and become quality graduates. This is in consonant with Abbasiet al. (2011) who stated that if university graduates are provided with

the necessary facilities to make their experience conducive, that attainment of necessary skills and abilities would be possible. On his part, Seyi (2014) asserted that teaching with real materials and real situation can help to encourage the students to learn and enhance quality.

This study found that gender, university ownership, institution type, and mode of admission or entry among VTE students did not significantly differ in their level of programme satisfaction. Specifically, this study found that both male and female VTE students in the tertiary institutions have the same level of dissatisfaction in their programme of study. It is not surprising that male and female students have equal level of satisfaction since both of them receive training in the same environment under one academic setting and using the same facilities for learning. This is in line with Carey, Cambiano, & De Vore, (2002) who stated that satisfaction actually covers issues of students' perception and experience during their academic years. On the contrary, Rienzi et al in Abbasi et al (2011) stressed that existing evidence reports less satisfaction among female students as compared to male students. Similarly, Spring and Mackoy in Hasik, Yongki and Dongkeun (2000) posited that perceived service quality is an antecedent to satisfaction.

Additionally, the findings of this study showed that both private and public owned universities that offer VTE programmes operate at the same level. Hence, the students from private and public universities expressed similar level of programme dissatisfaction. Private and public universities are guided by the same curriculum of study as specified by the National Universities Commission (NUC) including books, equipment and quality of VTE lecturers among others.

Similarly, this study found that neither college of education nor university students has a different level of satisfaction in their programme of study. This implies that both universities and colleges of education run VTE programmes in similar ways, hence students from both institutions expressed the same level of dissatisfaction towards their programmes of study. This could largely be attributed to poor conditions under which VTE programmes are being carried out. For instance, good quality and standard schools depend largely on the provision, adequacy and utilization and management of educational facilities which are physical resources that facilitate effective teaching and learning as well as the capacity of ensuring students satisfaction. This is in line with Akinsolu (2004) who stated that educational curriculum cannot be sound and well operated with poor and badly managed school facilities.

Finally, this study found that mode of entry into the institutions (direct entry and UTME students) did not differ in their level of dissatisfaction towards their programmes of study. The students admitted as direct entry had similar experience of programme dissatisfaction as those who came through UTME. This is probably because students of different entry mode study in the same programme environment and delivery practices.

### **Conclusion/Recommendations**

The study concludes that VTE students in tertiary institutions in Edo State are highly dissatisfied with their programme of study. There is no significant difference in the level of programme dissatisfaction based on gender, type of institutions, school ownership and mode of entry or admission.

Based on the foregoing conclusions, the study recommends that tertiary institutions should endeavour to provide facilities including up-to-date computer laboratory for practical skills teaching/learning in tertiary institutions and conducive learning conditions for effective running of VTE programmes. These will no doubt, enable VTE programme produce quality graduates who can stand the test of the current competitive labour market. In order to ensure students' satisfaction and sustainability of the programme towards economic development of individuals and the country at large,

1. Government should design an incentive scheme to empower VTE graduates for self-reliance after graduation,
2. In addition, regular orientation and re-orientation of VTE students on the importance of VTE programme especially at the point of entry or admission



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3. There should be orientation on the disposition of lecturers to align with modern trends in the world of work, so as to give students appropriate counsel of the programme.

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