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Methodological Skills Required By Instructors in Radio Television and Global System Mobile Servicing in Vocational Centers in Gombe State, Nigeria

Isaac John Ibanga[1*], Philip Sunday[2], Hyelaiti Raphael[3]

[1,2]Department of Electrical Technology Education, Faculty of Education, Modibbo Adama University, Yola, Adamawa State, Nigeria*
[3]Government Science and Technical College Numan, Adamawa State, Yola, Nigeria.

Email: [2]hyelaiti@gmail.com
Corresponding Email: [1]isaacjohn@mau.edu.ng*

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Abstract: ***The study's primary goal was to evaluate the methodological skills required by instructors in Radio Television and Global System Mobile Servicing in Vocational Centers in Gombe State, Nigeria. The study used a descriptive survey research approach and was carried out in Gombe State, Nigeria. 55 respondents made up the study's population, including 42 teachers and 13 principals. There was no sampling because the population was of a manageable size, hence whole-population-sampling technique was employed for the study. The structured questionnaire "Questionnaire on the Appraisal of Skills Required by Instructors (QASRI)" designed by the researchers served as the instrument for data collection. The instrument was validated by three professionals, and Cronbach Alpha yielded a reliability value of 0.72. The mean statistics were utilized to answer the research questions, and the null hypotheses were tested using the t-test at a significance threshold of 0.05. According to the statistics, 51.2% of the respondents in Nigeria meet the minimal teaching standards, while 41.8% do not. Additionally, the study found that although teachers in the Radio Television and Global System Mobile Service trade in Vocational Centers in Gombe State, Nigeria, has some abilities in the profession, much more is still needed. It was suggested that the Gombe State Ministry of Education make sure that instructors appointed to vocational centers are well qualified and hold at least the Nigerian minimum for instructors. Additionally, the government should provide on-the-job training for instructors at vocational centers so they may develop more technical skills for efficient teaching and learning.***

Keywords: ***Methodological Skills, Instructors, Radio and Television, Global System Mobile Servicing, Vocational Centers.***

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1. INTRODUCTION

The National Vocational Certificate (NVC) is earned by completing the National Vocational Training Programme in any of the programmes offered in the Vocational Training Centres (VTCs). According to Igberaharha (2021) basic education graduates who are post-secondary students who cannot enroll in a university or who may have fewer than five credits, and students who have been out of school for a significant amount of time are all eligible to participate in the National Vocational Certificate Program. The program's main goal, as stated in the curriculum, is to provide students with proper training in electronics servicing, and produce craftsmen capable of installing, maintaining, and repairing satellite dishes, wireless phones, radios, and television (Fadipe, Obiana & Aishatu, 2021).

According to the curriculum and course guidelines for Radio Television and Global System Mobile (GSM) Communication Servicing published in 2007 (Fadipe, Obiana & Aishatu, 2021), the NVC program's curriculum is divided into four main sections, which are as follows:

1. "General Education: - this includes courses in Communication Skills
2. Entrepreneurship and ICT, Foundation Studies (this includes courses in Basic Electricity and Electronics, Technical Drawing, Physics, and Chemistry)
3. Professional Courses (these courses give the students theory and practical skills needed to practice the field)"
4. Students' Industrial Work Experience that will ensure quality in education.

All functions and activities, teaching and academic programs, research and personnel, students, buildings, facilities, equipment, services to the community, and the academic environment are considered as part of the multifaceted idea of quality in education (Minamatov & Nasirdinova, 2022). A quality education provides people with the information and direction they need to appropriately develop their skills and talents and, as a result, become contributing members of society. Abenawe (2022) defined quality education as an educational setting where students are learning skills, and vocational and technical education is no exception. For this to be accomplished, the instructors must have a certain acceptable level of training and expertise that will allow students to acquire the necessary skills.

In addition to academic credentials (qualifications), instructors should have real-world job experience and be educated to integrate that expertise into their lesson plans (Abenawe, 2022). The term "qualification" refers to the active combination of all information, skills, and talents that a person must possess in order to properly perform tasks and obligations (Yusuf, 2022). Here, qualification mostly relates to the individual's education and training as determined by their competence and capacity to carry out tasks (Eziamaka, Manafa & Iheanacho, 2022). Technical and vocational schools and training facilities employ instructors with diverse backgrounds than those found in the general education sector (Igwe, Lock & Rugara, 2022). For instance, in Germany, instructors must be trained and have the necessary technical credentials. They must have received training in the field of instruction or possess a qualification that is equivalent. Additionally, they will only be recognized as instructors if they

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pass a test verifying their professional and job teaching credentials (Ahmed, Lawal & Ahmed, 2022).

The caliber (quality) of a country's teachers may be indicative of the quality of its educational system. Yusuf (2022) discovered a correlation between governmental investments in high-quality teachers and improvements in pupils' academic achievement. According to Abe and Adu (2013), one of the several academic and professional qualifications, certificates, and degrees that permits a person to become a registered teacher in primary or secondary schools is a teaching qualification or instructor qualification. The Postgraduate Certificate in Education (PGDE), Professional Diploma in Education (PDE), Bachelor of Education (B.Ed.), and Nigeria Certificate in Education are just a few examples of these credentials (NCE). In Gombe State, academically competent and professionally qualified instructors are employed to carry out the instructional procedure (Ogunode & Okwelogu, 2022). In Gombe State, academically competent and professionally qualified instructors are employed to carry out the instructional procedure (Ogunode & Okwelogu, 2022). Professionally qualified instructors are those who received professional training that provided them with professional knowledge, skills, techniques, and aptitudes as distinct from general education. Academically qualified instructors are those who received academic training as a result of enrolling in educational institutions and obtained credentials like HND, B.Sc, B.A, and M.A. They are educated to the levels of B.Ed., B.Sc. Ed., B.A. Ed., and M.Ed. as well as PhD.

Activities that increase a person's ability, knowledge, experience, and other instructor-related qualities are referred to as professional development (Gore & Rosser, 2022). It is a deliberate and methodical action to guarantee teachers' upgradation and ongoing progress (Oluremi, 2013). Babajide and Smith (2022) assert that any instructor's progress and retention in the classroom depend on their professional development. An essential component of an instructor's credentials for a successful classroom instructor is professional development. Professional development, according to Oluremi (2013), strengthens and improves teachers' ability to teach. The Nigerian educational system mandates that all teachers be intellectually and professionally certified in all institutions (Hamilton-Ekeke & Frank-Oputu, 2013). The Nigerian Certificate in Education (NCE) is the prerequisite for entering the teaching profession in Nigeria, according to the National Policy on Education (FGN, 2004) (Ahmed, Lawal & Ahmed, 2022; Igwe, Lock & Rugara, 2022). To monitor and regulate the practice of the profession, the government established the Teacher's Registration Council of Nigeria (TRCN) in accordance with Act 31 of 1993.

Statement of the Problem

The instructors that taught the students about RTV and GSM maintenance had a foundational understanding of electronics. The Federal Republic of Nigeria (FRN, 2014) in its National Policy on Education stated that the NCE is the minimum qualification needed for Basic Education teachers, and the teachers in Gombe State's vocational training program are expected to possess these qualifications. However, the main statement of the problem is that students are graduating without having the practical skills they need to be self-sufficient. The question that arises is, what went wrong for students graduating without these skills? Or are the instructors

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not sufficiently educated to carry out the duties of information transfer? In order to address these grave issues, the researchers decided to conduct this study to evaluate the knowledge and abilities of the teachers in the Radio Television and Global System Mobile Servicing Vocational Training program in Gombe State.

Purpose of the Study

The main purpose of the study was to appraise the methodological skills required by instructors in radio television and global system mobile servicing in vocational centres in Gombe State, Nigeria. Explicitly, the study sought to determine:

1. The educational qualification of the instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State
2. The technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State
3. The technical skills required by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State.

Research Question

The study was guided by the following research questions:

1. What are the educational qualifications of the instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?
2. What are the technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?
3. What are the technical skills required by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?

Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significant:

1. There is no significant difference between the mean response of administrators and instructors on the technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?
2. There is no significant difference between the mean response of administrators and instructors on the technical skills required by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?

2. METHODOLOGY

The study used a descriptive survey research method and was carried out in Gombe State, Nigeria. Gombe State is situated in Nigeria's North-East geopolitical region. The state is bordered by the states of Adamawa, Bauchi, Borno, Taraba, and Yobe and lies between latitude 10° 15' N and longitude 11° 10' E is where Gombe State is situated (Eziamaka, Manafa & Iheanacho, 2022). 55 respondents made up the study's population, including 42 teachers and 13 administrators (principals). There was no sampling because the population was of a manageable size, hence the entire population was employed for the study. The instrument

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"Questionnaire on the Appraisal of Skills Required by Instructors (QASRI)" designed by the researchers served as the data gathering tool. The survey questions asked respondents to rank themselves on a 5-point scale: Not Possessed/Required (NP/R), Moderately Possessed/Required (MP/R), Highly Possessed/Required (HP/R), and Possessed/Required (P/R). Three specialists from the Department of Electrical Technology Education at Modibbo Adama University in Yola, Adamawa State, verified the questionnaire.

After a trial test of the instrument was completed on four teachers and three administrators in the Government Vocational Centre Yola, Adamawa State, a reliability co-efficient of 0.72 was achieved for the instrument using the Cronbach Alpha reliability technique. Three research assistants assisted the researchers in gathering the study's data. The study's three research questions were addressed using the mean statistic, and its null hypotheses were examined using a t-test.

Real limit of numbers was applied to each item's decision as shown below:
Highly Possessed/Required (HP/R) 5.0 4.50; Possessed/Required (P/R) 4.49 – 3.500., Moderately Possessed/Required (MP/R) 3.49 – 2.50, Slightly Possessed/Required (SP/R) 2.49 – 1.50, Not Possessed/Required (NP/R) 1.49 – 0.00. At a significance level of 0.05, the null hypotheses were tested; if the p-value was less than the -value, the null hypothesis was rejected; otherwise, it was accepted.

3. RESULTS

Research Question 1: What are the educational qualifications of the instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?

Table 1: Respondents Distribution by Educational Qualifications

S/N	Qualification	Frequency	Percentage %	Remark
1.	Certificate	00	0.00	Nil
2.	Diploma	02	3.64	LMTR
3.	Nigeria Certificate in Education (Technical)	06	10.91	PMTR
4.	Higher National Diploma	21	38.18	LMTR
5.	Bachelor of Science/ Technology (Electrical/Electronics)	26	47.27	PMTR
6.	Masters' Degree	00	0.00	Nil
7.	PhD	00	0.00	Nil

LMTR = Lack Minimum Teaching Requirement, PMTR = Possess Minimum Teaching Requirement

The educational qualification of the Radio Television and Global System Mobile servicing trade teachers at the vocational training facilities in Gombe State are displayed in Table 1.

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From Table 1, two respondents, or 3.64%, possessed diplomas, which are insufficient for Nigeria's minimal teaching qualification. Nigeria Certificate in Education (Technical), held by 6 respondents (10.91%), and Higher National Diploma, held by 21 respondents (38.18%). However, 26 respondents, or 47.27%, possessed a bachelor's degree in either science or technology (electrical/electronics). There were no responders at the vocational training centers in Gombe State who had a certificate, master's degree, or PhD.

Research Question 2: What are the technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?

Table 2. Mean and Standard Deviation on the Technical Skills Possessed by Instructors

S/N		**N = 55**		
	Technical Skills	**$\bar{x}$**	**SD**	**REMARK**
	Ability to:			
1.	Read multi-meter for fault diagnosis	4.18	0.39	P
2.	Read oscilloscope in fault diagnosis	1.18	0.39	NP
3.	Use signal generator	1.33	0.72	NP
4.	Use soldering iron	3.45	1.17	MP
5.	Use hand tools (e.g screwdriver, plier, Allen key etc.)	4.18	0.39	P
6.	Construct new circuit	3.22	0.46	MP
7.	Clear fault at power sections of TV receivers	3.93	0.42	P
8.	Clear fault at vertical deflection sections of TV receivers	3.80	0.73	P
9.	Clear fault at horizontal deflection sections of TV receivers	3.69	0.96	P
10.	Repair radio receiver	4.18	0.39	P
11.	Solve hardware problem in GSM	1.25	0.67	NP
12.	Solve software problem in GSM	1.38	1.01	NP
13.	Repair Video machine	3.80	0.65	P
14.	Repair CD/DVD appliances	3.67	1.06	P
15.	Install satellite dish	1.33	0.94	NP
16.	Interpret schematic diagrams	4.15	0.36	P

Key: $\bar{x}$=Mean, SD= Standard Deviation, P = Possessed, MP = Moderately Possessed, NP = Not Possessed, N = Number of Respondents

The result in Table 2 demonstrates that the instructors had 9 out of the 16 (56.25%) listed technical skills in the radio, television, and global system mobile servicing trades. The mean responses ranged between 3.67 and 4.18, and the standard deviation also varied between 0.39 and 1.06, respectively. Items 4 and 6 (which together make up 12.5% of the total) were moderately owned, as shown by mean values of 3.45 and 3.22 and corresponding standard deviations of 1.17 and 0.46, respectively. With mean values ranging between 1.18 and 1.38 and having a standard deviation that also ranges between 0.39 and 1.01, respectively, the

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respondents indicated that the instructors lack five (31.25%) skills in the Radio Television and Global System Mobile servicing trade, including item 2, 3, 10, 11 and 15.

Research Question 3: What are the technical skills required by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State?

Table 3. Mean and Standard Deviation on Technical Skills Required by Instructors

S/N		N = 55		
	Technical Skills	**$\bar{x}$**	**SD**	**REMARK**
	Ability to:			
1.	Read multi-meter for fault diagnosis	4.13	0.34	R
2.	Read oscilloscope in fault diagnosis	4.73	0.87	HR
3.	Use signal generator	4.82	0.55	HR
4.	Use soldering iron	4.64	1.09	HR
5.	Use hand tools (e.g screwdriver, plier, Allen key e.t.c)	4.13	0.34	R
6.	Construct new circuit	4.91	0.29	HR
7.	Clear fault at power sections of TV receivers	3.91	0.35	R
8.	Clear fault at vertical deflection sections of TV receivers	3.84	0.60	R
9.	Clear fault at horizontal deflection sections of TV receivers	3.73	0.87	R
10.	Repair radio receiver	4.13	0.34	R
11.	Solve hardware problem in GSM	4.82	0.58	HR
12.	Solve software problem in GSM	4.91	0.29	HR
13.	Repair Video machine	3.84	0.60	R
14.	Repair CD/DVD appliances	3.75	0.89	R
15.	Install satellite dish	4.91	0.35	HR
16.	Interpret schematic diagrams	4.13	0.34	R

Key: **$\bar{x}$**=Mean, SD= Standard Deviation, HR = Highly required, R = Required, N = Number of Respondents

The result in Table 3 indicates that the instructors strongly required seven (43.25%) of the 16 listed technical skills in the radio, television, and global system mobile servicing trades. The mean responses ranged between 4.64 and 4.91, and the standard deviation also varied between 0.29 and 1.09, respectively. The requisite number of elements, 9, was represented as mean values of 3.73 and 4.13, with standard deviations of 0.34 and 0.89, respectively.

Hypothesis 1: There is no significant difference between the mean response of administrators and instructors on the technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State.

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Table 4: t-Test analysis on technical skills possessed by instructors of RTV and GSM servicing trade

Respondents	N	$\bar{x}$	SD	df	P – value	Remark
Administrators	13	3.15	0.27			
				53	0.09	Accepted
Instructors	42	3.01	0.04			

P >0.05 N= Number of respondents, SD = Standard Deviation, $\bar{x}$ = Mean

Table 4 shows no significant difference between the mean perception of administrators and instructors on the technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade. This is evident as the p –value = 0.09 > 0.05 α at 53 degree of freedom. Hence, HO_1 is accepted.

Hypothesis 2: There is no significant difference between the mean response of administrators and instructors on the technical skills required by instructors of Radio Television and Global System Mobile servicing trade in the Vocational Training Centres in Gombe State.

Table 5: t-Test analysis on technical skills required by instructors of RTV and GSM servicing trade

Respondents	N	$\bar{x}$	SD	df	P – value	Remark
Administrators	13	4.39	0.21			
				53	0.50	Accepted
Instructors	42	4.31	0.39			

P >0.05 N= Number of respondents, SD = Standard Deviation, $\bar{x}$ = Mean

Table 5 shows no significant difference between the mean perception of administrators and instructors on the technical skills possessed by instructors of Radio Television and Global System Mobile servicing trade. This is evident as the p –value = 0.50 > 0.05 α at 53 degree of freedom. Hence, HO_2 is accepted.

3. FINDINGS AND DISCUSSION

The study's findings showed that while 41.8% of the respondents lacked Nigeria's minimal teaching criteria, 51.2% of the respondents did. The results are in agreement with Atoyebi and Atoyebi (2022), who stated that a significant portion of teachers in Nigeria's public secondary schools lack the fundamental qualifications for teaching since they do not attend teacher colleges or pursue any teacher education coursework. Similar to this, Bello (2022), Adamu, Tsiga, and Zuilkowski (2022), revealed that teaching in Nigeria has been restricted to individuals whose parents and relatives are in government to aid them in securing positions and caring whether the candidate is qualified or not. This explains the one factor that makes so many teachers at public secondary schools ineligible to teach (Ogunode, Chijindu and Jegede, 2022).

The study's conclusions showed that although teachers in the Radio Television and Global System Mobile service trade in Vocational Centers in Gombe State, Nigeria, has some abilities

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in the profession, much more is still wanted. The hypothesis also showed that there is no significant difference in the mean responses of administrators and instructors on the technical expertise held by instructors of the Radio Television and Global System Mobile servicing trade at the Vocational Training Centers in Gombe State. The study's findings concur with those of Bakare (2021). According to Bakare's submission, teachers need to be proficient in 21st-century abilities so they can teach kids the necessary skills. According to Isihak, Ajetunmobi, and Geelan (2021), a teacher must have the necessary abilities and mindset to instill the necessary skills for the workplace and human growth.

The study's results also showed that 56.25% of the mentioned abilities were needed for teachers in the trades of servicing radio and television and the global positioning system in vocational schools in Nigeria's Gombe State. This is confirmed by the hypothesis that found no appreciable variation in the mean responses of administrators and instructors about the technical expertise needed by teachers of the Radio Television and Global System Mobile Servicing trade in the Vocational Training Centers in Gombe State.

The results are in line with those of Okwelle and Assor (2022), who showed that having a teacher who is fully aware of what he or she is about to teach is the greatest way to ensure that learning takes place. Okwelle and Assor cautioned that the greatest way for a teacher to make his or her teaching and learning unforgettable for the student is to go all out and gain additional abilities. The classroom teacher/instructor should learn as many skills as feasible, according to Orupabo and Anwuri (2022) and Greenfield (2009), as this is the characteristic of teaching. When students are taught, the achievement of the lesson objectives is satisfying to the teacher and thus create more room for further developments.

4. CONCLUSION

According to the study's findings, although 41.8% of instructors across Nigeria do not meet the minimal qualifications for teaching, 51.2% of teachers in VTCs in Gombe State do. This situation is not good for the skill development center since a more competent instructor will have a better understanding of pedagogy. Although the teachers have some trade-specific knowledge, more remains to be desired. The Radio Television and Global System Mobile service trade in Vocational Centers in Gombe State, Nigeria, requires 56.25% of the abilities on the list, according to the teachers.

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