

# Secondary School Teachers', Students' and Parents' Attitude toward In-school Vocational Training

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**Abstract:** This paper examined the attitude of private secondary school teachers, students and parents toward in-school vocational training, and it further investigated the difference in the attitude of the stakeholders. The study adopted descriptive survey research design. The population of the study comprised of two private secondary school teachers, students and parents in Ife Central Local Government Area of Osun State. The sample size was 240 private secondary school students from four schools across classes (JS1 – SS2), their teachers and parents using simple random sampling technique. A questionnaire titled *Attitude of Private Secondary School Teachers, Students and Parents toward In-school Vocational Training* was used to elicit information from the respondents with a Likert scale response pattern. Data collected were analyzed using frequency and percentage counts and Anova. The results using simple percentages showed that 50.8% of the students had a positive attitude toward in-school vocational training; while the parents and teachers demonstrated a negative attitude 57.4%, and 67.5% respectively. In conclusion, the attitude of parents, teachers and students could influence students' in-school vocational training.

**Keywords:** Attitude, In-school Vocational Training.

## I. INTRODUCTION

Vocational training is seen as education, training and or learning intended to equip persons for specific vocation which specifically seeks to develop knowledge and skills in learners in order to operate successfully in the world of work. Vocational training focuses on practical applications of skills learned derived from theories or traditional academic skills. Vocational training which is seen as one of the important roles for national development as now been introduced into secondary school curriculum and some of the vocational subjects include, computer studies, office practice, photography, painting, decoding, salesmanship, plumbing, fishery, building, catering, fashion designing etc. The new curriculum for secondary schools was introduced by the Nigerian Federal Government to produce graduates who are well prepared for higher education with relevant functional trade and entrepreneurial skill needed to eradicate poverty, create jobs creation and generate wealth for the citizenry.

However, the problems of no jobs in the society has propelled the need for students to equip themselves both in skills that can help sharpen the knowledge they acquire at school and also assist them in preparing for the future without depending on their parents or other significant relations. Although the view of stakeholders, beneficiaries, teachers, state government, administrators, parents, curriculum planners

towards vocational training cannot be over emphasized. Some of them are of the view that vocational training will contribute to methods and contents of curriculum development; others are of the opinion that their prime purpose is teaching a subject and perceive informal methods as marginal.

Moreover, students are abstracted to vocational training because it provides them with an opportunity to feel recognized for their own worth in setting in which students can influence and control the pace as well as the contract, of their learning. Many feel that they can contribute in these settings in their own way, that they are valued for what they have to contribute and feel a greater ownership of the learning experience. Some pupils have great difficulty in coping with the transitions involved in moving from a formal to an informal approach.

School administrators are concerned with the educational development of children. Also, stakeholders assert that the overall aims, practices and curriculum of the school must be defined. Clear policy statements must promote a positive understanding of the contribution vocational training can offer to the life of youths. It has been observed that students spend their times in school and also extend their holidays to academic works which doesn't create the time for informal education or vocational training. Students graduate from secondary school without being able to learn any skill or work experience that can improve or better their future, based on this, the inclusion of national education into school curriculum became pertinent.

In the present political dispensation, President Muhammad Buhari's inquest to why foreign construction companies operating in Nigeria still source for artisans and other skilled workers from abroad, specifically, the president sought the explanations during a recent meeting with the board of directors of Julius Berger Nigeria, Plc. The company told the president that most of the foreign construction companies operating in the country sourced their artisan man power requirements from abroad because of a shortage of competent construction workers and artisans in Nigeria. Acknowledging that the practice was detrimental to his administration's commitment to boost employment opportunities for young Nigerians, the president insisted that his administration would address the shortage of skilled workers in the country.

In the light of this, it was directed that the Federal Ministries of works, lands and housing and urban

development to urgently prepare and present for approval and implementation, a plan of action for the speedy revitalization and expansion of the nations' vocational training centres. The administration recommended that vocational subjects such as, bricklaying and concreting, carpentry, painting, welding, plumbing and others should be incorporated into the school curriculum. Outside the school setting, the Federal Government has trained up to 370, 000 artisans through programmes such as N-power, N-community, N-agro among others in the bid to empower the teeming youths (News Agency of Nigeria, 2015).

Thus, the inclusion of vocational training to secondary school curriculum is expected to help students have a better understanding of what to prepare for and also allow them exhibit positive attitude during vocational training since they know it is for the betterment of their lives and the development of the society.

#### *Statement of the Problem*

In view of the background of this research a lot of problems are associated with vocational training especially, in-school type of vocational training. Vocational training is faced with series of difficulties in which some of them are related to infrastructural materials for the training, students' interest in vocational training, student absenteeism, and time available for working with students other than students with special needs, the link between academic curriculum and the local labour market, and maintaining higher instructional students.

However, some teachers are of the opinion that the indiscriminate placement of students into vocational education programs and the status of vocational training in relation to academic subjects may lead to more problems. More so, school administrators indicated that students' motivation and maintaining vocational enrolments are considered serious problems.

Furthermore, some students find it difficult to focus on vocational training since they believe it may affect their academic works. The thinking about hazards associated with vocational training leading to students withdrawing from the beginning. The parents are also factors that militate against their children's enrollment in vocational training. Also, some of the students that undertake vocational training are perceived not paying serious attention; instead some of them may think that this move should have been after their educational attainment. Another area of concern is that private secondary school students, parents and teachers including school owners are more concerned with the academic attainment of the students in the cognitive area only. It is also believed that vocational skills are meant for less intelligent students, students from poor homes and those without prosperous future.

In view of the above, the present study investigated the attitude of private secondary school teachers, parents and

students toward in-school vocational training in selected secondary schools in Ife Central Local Government Area of Osun State.

From the above identified problems, the following objectives were generated to:

1. determine the attitude of private secondary school students toward in-school vocational training;
2. examine the attitude of private secondary school teachers toward in-school vocational training;
3. establish the attitude of parents of the students toward in-school vocational training; and
4. investigate the difference in the attitude of students, teachers and parents toward in-school vocational training.

In order to achieve the set objectives, one research question was asked and one hypothesis was raised: what type of attitude do the students, teachers and parents have toward in-school vocational training? And the hypothesis states thus: there will be no significant difference in the attitude of students, teachers and parents toward in-school vocational training.

#### *Importance of Vocational Training*

There has been a lot of research into how Britain's job market has changed since the 1980s. The research showed that skilled manufacturing jobs have been lost to technological advances and international competition, and jobs have been created in knowledge-intensive services (Brinkley, 2008). These changes are reflected in average earnings, which have remained considerably higher for graduates than for people without degrees, suggesting that the economy is generating a demand for these workers (Conlon & Patrignani, 2011).

In Nigeria there have been reports of graduates being forced to take work that is not commensurate with their skills. Some university graduates take to jobs like okada riding, fuel station attendants and bar attendants; while some of them go to learn some vocations such as tailoring, baking, carpentry, bricklaying etc. While this is not a uniform trend, the problem of people being 'overqualified' affects certain pockets of the labor market, particularly in the service sector. This is partly a result of the recent recession, but it also reflects the fact that our economy is creating many jobs that do not necessarily require a degree, while at the same time the number of people gaining degree level qualifications has increased. The qualifications profile of the workforce has therefore increased at a faster rate than the skills requirement of some jobs, leading to some graduates (and school-leavers) taking low-skilled work (Roberts, 2012). The result is a process of 'bumping down', as jobs that did not previously require a degree come to be staffed by graduates (Holmes & Mayhew, 2012; Goos & Manning, 2003; Canny 2002).

It is true that on average graduates earn considerably more than those without degrees, the extent of this wage premium may have been overestimated. Research has shown

that the rewards of higher education are mainly accruing to a small pool of graduates at the top end of the work force. A number of organizations have noted that some areas of the economy continue to demand mid-level technical skills, as opposed to general degree-level qualifications. Currently in Nigeria, the government of the day has diversified into many areas in particular agriculture: crop and plant farming, animal husbandry, and self-employment and creating jobs for others in general.

#### *In-school Vocational Training*

This simply refers to different vocations that are expected to be taught in the school whereby, trained teachers in those vocations teach the theoretical aspect while the street artisans are brought to school to teach the practical aspect. However, some teachers may be good in both theory and practical but the training falls within the school period and this is where the educational psychomotor domain of the students are measured and they are certificated for the training. Although, in the time past in Nigeria there were commercial, technical and comprehensive schools/colleges as well as grammar schools; but after a while, these schools went into extinction and secondary school students are left in the grammar schools where they seek white collar jobs after secondary school education or university. However, in the recent time that Nigeria is passing through economic challenges, when it is difficult to get government jobs after university education, some of them that cannot venture into crime related jobs go into one vocational training or the other. Yet, some of these youths don't feel fulfilled in such training while some of them don't reach their self-actualization in life because to some of them, they could have learnt these vocations while in the secondary school to know if they are caught out for such vocation or not. Also, in terms of age, some of them may feel they are too old for such training and probably will not get the appropriate customers to patronise them.

#### *Teacher's Attitude toward In-school Vocational Training of Students*

Vocational education is an option that is becoming increasingly popular for students seeking a wider variety of class choices. Though, many times when people hear the words "vocational training," a negative image pops into their minds; because they believe that vocational education is primarily offered to non-college bound students, dropouts, or students with special needs. What people don't realize is that vocational training can give students the opportunity to improve their employability skills, become informed about different career options, and learn helpful skills they can use throughout the rest of their lives.

One of the main reasons vocational training would be a good aspect to be inculcated into the private School system is that it would aid the importance and purpose of doing well in school back into students' minds who are struggling with the academics of the school. When asked about opinions on vocational education a student responded positively saying,

"Kids actually have fun taking these courses, and we're not as worried about our grades because (what we are learning about is) so interesting and we want to learn about it". So many students are too concerned about getting a good grade in their classes that they forgot about the importance of learning and comprehending the information they learn. By offering vocational education courses students learn about things they are actually interested in and get a good grade doing it.

A positive facet of taking vocational education courses in secondary school is that it gives students a head start on a career that they may want to study more about and even pursue when they make it to university/polytechnic. Vocational education offers students the chance to get a closer look at career choices and can even lead to internships that would look good on college or job applications. There is strong evidence that general technical skills and occupationally specific skills provided in vocational education could increase worker's productivity, skill transfer, job access, and job stability. Although those students may not be in search of a job as soon as they get out of secondary school and go off to university, they would have still had the experience and would be able to use it later in life when they are applying for a job.

#### *Parent's Attitude toward In-school Vocational Training of Students*

Although the outcomes of vocational education are positive, many parents believe that vocational education has a negative effect on their kids. They believe that partaking in vocational education classes could influence students to look to jobs such as working in carpentry or as an electrician instead of going to university and reaching their full potential. Most parents want their children to go to a four-year course in the university because they believe that that will guarantee their son or daughter a job. That is not necessarily true and not always in the best interest of their child. Also, many parents are so focused on the good academic grades of their children that they forget to ask if going to university is really what their child wants. Do they ever question whether their child really wants to go to university? The secondary school graduates go to university because their parents are paying for it and university is what children of their social class are supposed to do after they finish secondary school. Perhaps the belief that vocational education has a negative effect on their kids is based on old perceptions from years ago. But in today's society, which is becoming increasingly more technical, vocational skills are becoming more and more important. For example, automobiles rely much more upon advanced electronics and machinery than in the past and now require a tremendous amount of special training for those involved in maintenance and repairs. Similarly, manufacturing machinery has also become more complex, requiring special vocational-type skills. Other examples of increasingly complex elements of today's lifestyle would include cell phones, laptop computers, iPods, and gaming systems. Vocational education provides the training necessary to

maintain and repair the technically advancing elements of today's lifestyle, as further evidenced by the following comments from the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2005).

#### *Benefits of Vocational Education to the Nation*

The details presented above have important implications for our education system. On one level it is clear that our jobs market will continue to professionalize and that in the future there will be strong demand for people with degrees and general 'human capital'. Policymakers are therefore right to give attention to the way that higher education can help drive skills, growth and social mobility. However, this trend should not be exaggerated, as there is also expected to be substantial demand in the lower half of the occupational ladder. Many of these occupations either lend themselves to more vocational forms of study, or are characterized by poor-quality jobs which do not make good use of people's skills. Policymakers must therefore focus on strengthening vocational education and training, as well as encouraging employers to make better use of the skills of their workforce and to improve the quality of jobs they offer.

As expected, the jobs at the top end of the occupational ladder are overwhelmingly held by people who have higher education qualifications (level 4 and above). There is likely to be strong growth in all these occupations over the next decade, suggesting a continued demand for higher education. It appears that the creation of high-skilled jobs has not kept pace with the very rapid increase in educational attainment and qualifications.

## II. METHODOLOGY

The study adopted a descriptive survey research design.

#### *Population, Sample and Sampling Technique*

The study population comprised all secondary schools in Ife Central local government area, Ile-Ife, Osun State. The sample size comprised of 10 teachers, 30 students and 20 parents each from four private schools using simple random technique resulting to 240 respondents in the chosen schools.

#### *Research Instrument and Data Collection*

In carrying out this study, a self-constructed questionnaire titled Attitude of Private Secondary School Teachers, Students and Parents (APSSTSPIVT) was used to collect data. The questionnaire had 5 sections (sections A – E). Section A: dealt with the demographic characteristics of respondents which included; name, age, sex, religion, level, class, and occupation of respondents. Section B: identified various vocations that secondary school students can engage in. Section C: determined the attitude of secondary school teachers toward in-school vocational training of the students. Section D: examined the attitude of students toward in-school vocational training. Section E: investigated the attitude of parents toward in-school vocational training.

## III. DATA ANALYSIS AND RESULTS

Data collected was analysed using percentage scores and frequency counts to determine the demographic characteristics and categories of the distributions of the study sample such as name of school, class, sex, age, religion and parental occupation. To answer the research question frequency counts and percentage scores (descriptive analysis) were used while hypotheses were tested using chi-square, anova and simple multiple regression.

*Research Question 1: What are the various vocations secondary school students engage in?*

Items 1-37 of Section B of the research questionnaire assessed various vocations secondary school students can engage in, and the scores of each item were subjected to descriptive statistics using frequency counts and percentages. The results are shown in Table 1 below.

Table 1: Types of vocational trainings students would prefer

S/N	ITEMS	F	%
1	Computer specialist	60	50
2	Fashion designer	40	40
3	Electrical and Electronics repair	23	19.2
4	Art/Design	43	35.8
5	Hair Styling, Cosmetic and Beautification	46	38.3
6	Photography	32	26.7
7	Farming	17	14.2
8	Soap making	17	14.2
9	Weaving	22	18.3
10	Painting	25	20.8
11	Bricklaying	1	0.8
12	Plumbing	5	4.2
13	Carpentry	4	3.3
14	Interior Design	28	23.3
15	Barbing	17	14.2
16	Crafts	26	21.7
17	Graphic design	39	32.9
18	Food and Drink production	39	32.9
19	Catering	42	35
20	Shoe making	19	15.8
21	Fishing	10	8.3
22	Computer training	59	49.2
23	Music	60	50
24	Culinary Arts	12	10
25	Pump maintenance	4	3.3
26	Welding	7	5.8
27	Food service cook	28	23.3

28	Aesthician	16	13.3
29	Iron worker	5	4.2
30	Printing	16	13.3
31	Flooring and Tiling	11	9.2
32	Gas filling	11	9.2
33	Mechanics	11	9.2
34	Telecommunication technician	15	12.5
35	Blacksmithing	2	1.7
36	Practical nursing	10	8.3
37	Metal fabricator	7	5.8

F = Frequency      % = Percentage

From Table 1 above, the prominent among the various vocations secondary school students engage in are; Computer and Music while the least prominent among the various vocations secondary school students engage in are; bricklaying and blacksmithing.

*Research Question Two: What is the attitude of students, teachers, and parents on in-school vocational training?*

Items 1-20 of Section D of the research questionnaire which assessed the attitude of students, teachers, and parents on in-school vocational training were scored using the Likert scoring with all negative item scored reversed, and the scores of each item were subjected to descriptive statistics using frequency counts and percentages. The results are shown in Table 2 below:

Table Two: Attitude of Private Secondary school students toward in-school vocational training

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	I don't like vocational training	18	15	15	12.5	46	38.3	41	34.2
2	Vocational training does not give me the chance to play with my friends	10	8.3	32	26.7	45	37.5	33	27.5
3	I don't have understanding of vocational training	8	6.7	24	20	50	41.7	38	31.7
4	I find vocational training uninteresting	5	4.2	18	15	54	45	43	35.8
5	Vocational training is too complex and difficult for me	8	6.7	16	13.3	53	44.2	43	35.8
6	I don't study like before since I enrolled in vocational training	7	5.8	19	15.8	59	49.2	35	29.2
7	Vocational training makes me weak	7	5.8	28	23.3	45	37.5	40	33.3
8	I don't like the way instructors talk to me during vocational training	10	8.3	42	35	43	35.8	25	20.8
9	I prefer tutorials after school hour than vocational training	10	8.3	29	24.2	56	46.7	25	20.8
10	I get easily injured during vocational training	9	7.5	21	17.5	56	46.7	34	28.3
11	Vocational training does not give me the chance to do my house work	7	5.8	24	20	57	47.5	32	26.7
12	I don't like engaging in vocational training during holidays and I prefer to rest at home	9	7.5	31	25.8	48	40	32	26.7
13	I don't focus well during vocational training	7	5.8	24	20	58	48.3	31	25.8
14	I don't like the names tagged with vocational training such as shoemaker, carpenter, barber etc.	18	15	43	35.8	35	29.2	24	20
15	I don't like the dress style during vocational training	9	7.5	24	20	62	51.7	25	20.8
16	Vocational courses are irrelevant to me	9	7.5	18	15	58	48.3	35	29.2
17	My enrolment in vocational training is affecting my academic performance	15	12.5	19	15.8	50	41.5	36	30
18	Vocational training takes most of my	10	8.3	46	38.3	38	31.7	26	21.7

	time								
19	I don't like vocational training environment	8	6.7	26	21.7	51	42.5	35	29.2
20	I fall sick most times due to vocational training periods	11	9.2	17	14.2	45	37.5	47	39.2

The computed scores for the attitude of students toward in-school vocational training have a minimum obtained score of 33, a maximum obtained score of 80 with a mean and standard deviation score of 58.12 and 11.32 respectively. Therefore, for the attitude of students toward in-school vocational training, the score that ranged between '33-58' was categorized as negative attitude, '59-80' was categorized as positive attitude. The categorized scores were subjected to descriptive statistics and the result is presented in Table 3 below.

Table 3: Attitude of students towards in-school vocational training

LEVEL	F	%
Negative	59	49.2
Positive	61	50.8
Total	120	100.0

From Table 3, given the frequency of 61(50.8%), it can be observed that the attitude of students toward in-school vocational training is positive. However, 59(49.2%) of the students have a negative attitude.

Table 4: Attitude of Private Secondary school parents toward in-school vocational training

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	I don't want my children to engage in vocational training	11	18	15	24.5	20	32.8	15	24.6
2	vocational training will affect my children's academic performance	5	8.2	22	36.1	22	36.1	12	19.7
3	Children no longer respect their parents since they engage in vocational training and it makes parents feel bad	6	9.8	13	21.3	32	52.6	10	16.4
4	I want my child to focus on academic studies	17	27.9	22	36.1	17	27.9	5	8.2
5	Vocational training are for low class people	3	4.9	8	13.1	33	54.1	17	27.9
6	Vocational training are for children with no parents	5	8.2	15	24.6	22	36.1	19	31.1
7	I don't want my child to be exposed to injuries through vocational training	4	6.6	27	44.3	19	31.1	11	18
8	I don't like the groups/student my children associate with during vocational training	7	11.5	12	19.7	30	49.2	12	19.7
9	I prefer prestigious professions like law, medicine and Accountability for my children, engaging in vocational training won't make them achieve this	8	13.1	15	24.6	28	45.9	10	16.4
10	I don't have knowledge of vocational training	6	9.8	16	26.2	27	44.3	12	19.7
11	I can't afford vocational training for my child	5	8.2	12	19.7	27	44.3	17	27.9
12	I don't want my children to overwork themselves during holidays	9	14.8	12	19.7	30	49.2	10	16.4
13	I prefer summer coaching to vocational training	9	14.8	18	29.5	28	45.9	6	9.8
14	Vocational training makes me spend too much, especially on transportation of my child to the venue during holiday	10	16.4	21	34.4	22	36.1	8	13.1
15	Vocational training does not give my children the time to do their house work	7	11.5	20	32.8	27	44.3	7	11.5
16	My children often neglect academic works for vocational training and it gives me concern	5	8.2	18	29.5	26	42.6	12	19.7

17	I don't give my children pocket money since they sometimes make money from vocational training	8	13.1	10	16.4	33	54.1	10	16.4
18	I don't encourage young people to engage in vocational training	5	8.2	9	14.8	26	42.6	21	34.4
19	Vocational training over-exposes children to financial dealings	6	9.8	19	31.1	25	41	11	18
20	Parents accuse teachers of forcing their children to engage in vocational training	8	13.1	10	16.4	26	42.6	17	27.9

The computed scores for the attitude of parents toward in-school vocational training have a minimum obtained score of 30, a maximum obtained score of 80 with a mean and standard deviation score of 54.09 and 9.94 respectively. Therefore, for the attitude of parents toward in-school vocational training, the score that ranged between '30-54' was categorized as negative attitude, '55-80' was categorized as positive attitude. The categorized scores were subjected to descriptive statistics and the result presented in Table 5 below.

Table 5: Attitude of parents toward in-school vocational training

LEVEL	F	%
Negative	35	57.4
Positive	26	42.6
Total	61	100.0

From Table 5, given the frequency of 35(57.4%), it is observed that the attitude of parents toward in-school vocational training is positive. However, 26(42.6%) of the parents have a negative attitude.

Table 6: Attitude of Private Secondary school teachers toward in-school vocational training

S/N	ITEMS	SA		A		D		SD	
		F	%	F	%	F	%	F	%
1	Vocational training affects students' academic performance thereby making teacher's work ineffective	7	17.5	13	32.5	14	35	6	15
2	There are no practical rooms for vocational training	8	20	19	47.5	11	27.5	2	5
3	I don't like the inclusion of Vocational training into private secondary schools curriculum	5	12.5	5	12.5	22	55	8	20
4	School administrators divert funds meant for academic purposes to vocational training	2	5	16	40	15	37.5	7	17.5
5	Vocational training is a hindrance to summer coaching	4	10	14	35	17	42.5	5	12.5
6	Teachers disagree with vocational training instructors who encourage students to take vocational courses serious than academic courses.	7	17.5	17	42.5	12	30	4	10
7	vocational training instructors are more encouraged by parents than teachers	5	12.5	18	45	13	32.5	4	10
8	Vocational training will affect learners cognitive abilities	5	12.5	11	27.5	16	40	8	20
9	Students no longer have interpersonal relationship with their teachers, rather they feel comfortable with vocational training instructors or vocational trainers	4	10	11	27.5	20	50	5	12.5
10	Teachers put in more effort to assist student academic performance	16	40	14	35	8	20	2	5
11	Teachers encourage dull student to study more rather than engage in vocational training	7	17.5	17	42.5	15	37.5	1	2.5
12	Teachers discourage parents from enrolling their children to vocational training	2	5	14	35	16	40	8	20
13	Teachers are of the opinion that student may drop out of school to focus on vocational training	7	17.5	16	40	14	35	3	7.5

14	vocational training is a distraction from the pursuit of examination subjects or their core curriculum	2	5	15	37.5	16	40	7	17.5
15	There are no materials for vocational training, so to the teacher, vocational training is a waste of time	8	20	19	47.5	11	27.5	2	5
16	vocational training is good but not meant for private secondary school students	1	2.5	8	20	18	45	13	32.5
17	Promoting vocational training will reduce learners interest in formal education and may lead to teachers redundancy	6	15	11	27.5	17	42.5	6	15
18	Teachers suggests that the attention of schools should be directed to securing students competence in academic subjects	10	25	15	37.5	13	32.5	2	5
19	Determination of staff salaries at the school level could place greater pressure on staff to engage in vocational training	6	15	18	45	12	30	4	10
20	If teachers are well motivated, government/school administrators academic works will be carried out effectively thereby discouraging the need for vocational training	6	15	16	40	11	27.5	7	17.5

F = Frequency      % = Percentage

The scores for the attitude of teachers toward in-school vocational training have a minimum obtained score of 36, a maximum obtained score of 63 with a mean and standard deviation score of 50.67 and 5.28 respectively. Therefore, for the attitude of parents toward in-school vocational training, the score that ranged between '36-51' was categorized as negative attitude, '52-63' was categorized as positive attitude. The categorized scores were subjected to descriptive statistics and the result presented in Table 7 below.

Table 7: Attitude of teachers toward in-school vocational training

LEVEL	Frequency (F)	Percentage (%)
Negative	27	67.5
Positive	13	32.5
Total	40	100.0

From Table 7, given the frequency of 27(67.5%), it is observed that the attitude of teachers towards in-school vocational training is negative. However, 13(32.5%) of the teachers have a positive attitude toward the training.

*Hypothesis One: There will be no significant difference in the attitude of students, teachers and parents toward in-school vocational training.*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1866.996	2	933.498	9.145	.000
Within Groups	22252.552	218	102.076		
Total	24119.548	220			

From Table 8, given that f-value = 9.145, p-value < 0.05, hence it is concluded that there existed a significant difference in the perception of students, teachers, and parents to in-school vocational training.

#### IV. DISCUSSION

Findings from research question revealed the various vocations secondary school students engage in. This is as a result of newly 37 introduced vocational subjects in the secondary schools nationwide. Findings from research question two also revealed that attitude of students; teachers and parents toward in-school vocational training were different. And results from hypothesis one revealed that there will be no significant difference in the attitude of private secondary school teachers, students and parents toward in-school vocational training. This is in line with the reports of Acemoglu and Autor (2010) that changes have been linked to a belief that our economy is changing in a way that requires people with higher levels of general education or human capital. This is also in consonance with the findings of CFHE (2013) that higher-level vocational education as a means for people to transition from school into work, through measures such as higher-level apprenticeships, employer-sponsored courses and the creation of more polytechnic-style institutions.

This is equally in tandem with the findings of Casey (2013) that employers are heavily involved in helping to design courses, quality-assure courses and offer work experience, as well as delivering their own apprenticeships and training.

## V. CONCLUSION AND RECOMMENDATIONS

The study concluded that students', parents' and teachers' attitude toward in-school vocational training were different. It was therefore recommended that:

- 1) Policy makers should incorporate in-school vocational training into the curriculum.
- 2) Information should be used as veritable tools to sensitize the teachers and parents on the importance of vocational training and how it helps people to acquire a great learning experience. Also, professionals get a chance to know their skills while making money.
- 3) Curriculum planners need to effect follow-up on the new vocational subjects added to the curriculum. Since those vocational subjects give individuals the skills to live, learn and work as a productive citizen in a global society. Such as applied science, technology and business particularly at craft, advanced craft and technical levels.
- 4) Government should mandate the inclusion of vocational training in private schools as this will also boost the economy of the society and not depending on one vocational training but rather diversify the economy of the masses.
- 5) There should be re-orientation on the perception of people especially the teachers, parents and the society at large that learning a vocation in school does not make such students less brilliant or intelligent.

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