

AN EVALUATION OF VOCATIONAL EDUCATION OF THE NIGERIAN BAPTIST
CONVENTION MISSION SCHOOLS

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ABSTRACT

The study was conducted to evaluate vocational education of the Nigerian Baptist Convention Mission Schools. It is titled "An Evaluation of Vocational Education of the Nigerian Baptist Mission Schools." The problem of this study is the seemingly poor implementation and non-actualization of the goal for establishing Vocational Education in the Nigerian Baptist Convention Mission Schools. It was set to answer the questions: Is there any functional vocational education in the Nigerian Baptist Convention Mission Schools? What are the inputs of man and materials needed for effective implementation process of vocational education in the Nigerian Baptist Mission Schools? Is there any significant difference between the selected schools on availability of materials and human resources towards effective implementation process of vocational education in the Nigerian Baptist Mission? To what extent has vocational education impacted on the industrial lives of students in the Nigerian Baptist Convention Mission Schools? What are the factors militating against the effectual implementation process of vocational education in the Nigerian Baptist Convention Mission Schools? Is there any significant difference in gender opinion based on extent of commitment of teachers, level of impact and factors militating against the effective implementation of vocational education in the Nigerian Baptist Convention? The scope of the study was limited to Baptist Convention Mission secondary schools in Rivers Baptist Conference of the Nigerian Baptist Convention. Two mission schools were chosen for this study, they are: Baptist High School, Port Harcourt and Baptist Vocational College, Ahoada all in Rivers Baptist Conference of the Nigerian Baptist Convention. A self-reporting questionnaire was distributed purposefully without restriction to gender. The questionnaires were personally collected by the researcher, and statistically analyzed using the Statistical Package for the Social Science (SPSS) for the t-test. While the Context, Impute, Process, and Product (CIPP) evaluation model was used to for the evaluation. The findings revealed that there is a registered presence of vocational education in the Nigerian Baptist Convention Mission Schools but not functional. This is due to insufficient human and material resources, and poor implementation policy. Factors militating against the effective implementation of vocational education of the Nigerian Baptist Convention were also discovered and solutions were placed forward as recommendations. Below are the recommendations: Courses like Metal works, electronics, technical drawing, woodwork, auto-mechanics, music, arts, and physical education among many others should be introduced into the curriculum of vocational education of the Nigerian Baptist Convention Mission schools. The Nigerian Baptist Convention should financially support her Mission Schools in employing trained vocational teachers; build more vocational schools with contemporary learning facilities such as functional libraries, laboratories, workshops etc. That special fund should be provided by the Nigerian Baptist Convention for foundational empowerment for graduates of her vocational schools. That the directorate of Baptist mission schools should be enlarged to accommodate all mission schools owned by individual churches, Conferences, and those owned by the Nigerian Baptist Convention directly. This will help to unify the curriculum and also raise fund for the Convention out of the registrations, and also enable a comprehensive data for all the schools within the Convention. The schools should have collective letter of incorporation just as the Convention churches have. In the light of the above, the

researcher submitted that some limitations were encountered in course of carrying out the study; among these limitations were finance, time, data and logistic problems, and size of the population.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

The need for evaluation of educational programmes in any institution can never be overemphasized. Lateju (2002) regards evaluation as an integral part of curriculum which must be carried out periodically. The Nigerian Baptist Convention is an education based organization; she establishes both religious and circular schools. She does this with the intension of drawing strayed men back to the Almighty God, and to promote morality, through teaching and opening of schools. The schools had helped in equipping the populace with useful academic and occupational skills useful for nation building.

In light of the above, this study was designed to evaluate vocational education in the Nigerian Baptist Convention Mission Schools. The evaluation concentrated more on the senior secondary category, while the population sample (scope) was Rivers Baptist Conference of the Nigerian Baptist Convention. Two mission schools were picked namely: Baptist High School, Port Harcourt and Baptist Vocational College Ahoada.

The context, input, process and product (CIPP) model of evaluation was used for the purpose of this study. According to Stufflebeam & Shinkfield (2007), “the context evaluation defines the relevant context, identify the target population, and assess its needs, identify opportunities for addressing the needs; diagnose problems

underlying the needs; and judge whether project goals are sufficiently responsive to the assessed needs. This was done at the background to the study.

Input evaluation helps prescribe a project to address the identified needs. It asks, "How should it be done?" and identifies procedural designs and educational strategies that will most likely achieve the desired results. This also was done in chapter three "Research Methodology"

Process evaluation is programme implementation monitoring. Process evaluation techniques include on-site observation, participant interviews, rating scales, questionnaires, records analysis, photographic records, case studies of participants, focus groups, self-reflection sessions with staff members, and tracking of expenditures. The researcher however, used self-reporting questionnaires and personal observations during the process of this research work.

According to Stufflebeam and Shinkfield, Product identifies and assesses project outcomes. It asks, "Did the project succeed?" and is similar to outcome evaluation. The purpose of a product evaluation is to measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity. Its main purpose is to ascertain the extent to which the needs of all the participants were met. The analysis, findings and discussions are contained in chapter four.

The following conclusions are hereby drawn from the study so far made:

Firstly, that there is an evidence of vocational education in the Nigerian Baptist Convention Mission Schools, but they were very ineffective and non-functional. This conclusion was drawn based on the incomprehensive nature of vocational courses being offered within the selected schools. Fafunwa (1991) suggested that outside the core subjects (English language, Mathematics, Chemistry,

