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Extent of Teaching of Contemporary Issues by Basic Technology Teachers in Junior Secondary Schools

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Abstract
The study adopted a survey research design and was carried out in Etinan Local Government Area of Akwa Ibom State, Nigeria. The study was conducted to investigate the evaluation of the implementation issues in basic technology teaching by junior secondary schools teachers. Four research questions were posed to guide the study to a logical conclusion. A structured questionnaire was administered on a sample of twenty-two (22) basic technology teachers and one hundred and ten (110) students who were involved in the study. Data generated from the questionnaire were analyzed using simple percentages. The findings showed that contemporary issues are taught in basic technology classrooms, that the existing basic technology curriculum is integrated with contemporary issues. It was equally found that the teaching of contemporary issues motivate interest in the teaching and learning of basic technology. Moreso available data shows that the recent teaching method of contemporary issues does not inspire reflective thinking, curiosity and sound evaluation of factual information. The result also shows that quality of teachers and updating the ICT capabilities of the teachers improve their teaching of contemporary issues. The result revealed that the teaching of contemporary issues is yet to inculcate vocational skills in the learners. Based on the findings, one of the recommendations is that basic technology teachers training institutions should equip teachers with adequate knowledge of contemporary issues and they should be provided with opportunities to explore contemporary knowledge for their instructional effectiveness.

Keywords: Teaching, Teachers, Basic technology, Contemporary issues

INTRODUCTION

The word technology is derived from the Latin word “Technic” which means craft or skill. However, in line with current application, technology has been redefined as the standard

which is used in assessing the way of life of people (Udoh, 2020 and Udofia, 2000). The change in definition was a result of a shift in the philosophy of developmental status of nations to appropriate the influence and affluence of technological standards in the current practical socio-cultural, economical, and political realities of a world that has metamorphosed into a global family, only if our students must understand the realities, problems and challenges of their society. To remain relevant, various nations embarked on curricular reforms to emphasis technological base education at the expense of a literary based education. The theoretical basis of it being that technological development could best be conceived and put to birth by technologically literate citizens.

Furthermore, human society is never static, it is dynamic. In the history of the human society, there has always been the need to improve upon the existing life and to live a better one (Maduewesi, 2001 and Mezieobi, 2008). This is one of the reasons the Nigerian education system was reorganized to 9-3-4 system. The new educational system among other things was to properly emphasis technical and vocational education. Consequently, basic technology was introduced in the junior secondary schools while technical colleges were accorded proper recognition. In order to foster the teaching of vocational subjects such as basic technology, technical workshops were built and equipped at the junior secondary school for students with pre-technical/pre-vocational skills (Udoetuk & Usoro, 2022).

Ideally, basic technology effectively focuses on sensitive issues unfolding in man and technological societies. As such, viable basic technology curriculum content ought to be embracive of new ideas, changes, challenges and new frontier of learning in order to keep the learner abreast with current developments in his immediate and distant environment. By the new plan, the former 6-3-3-4 system has became 9-3-4 system through National Policy in education (FRN, 2013) that came with existence to review the old and identify new national goals for Nigerian Education at all levels with respect to the needs of individual youth and adult in the task of national building, social and economic needs, aspiration and well being of the Nigerian society.

In the study of basic technology, classroom setting, motivation is based on the favourable motivational conditions, materials, procurement of effective technical workshops, learning experiences, challenges, policy formulation and opportunities provided by the vocational teacher to enhance learners self concept and active participation in instruction. Therefore, Adah (2008) explains that qualitative educational programme on basic technology teacher instructional effectiveness is regarded as a reinforcement of the new National Policy on Education or basic education curriculum offering but rather in the implementation of the programme to reinforce and enhance effective teaching. Adah (2008) reiterates that basic technology programme would not be meaningfully implemented without effective basic technology instruction to meet up with the objectives of vocational education which revolves on the achievements of socio-economic, industrial and technological development that will eventually manifest into improved standard of living for the citizens as well as in economic stability.

It would be reiterated that effective teaching of contemporary issues through basic technology instruction, exposes the learner to innovative knowledge, learning and information for meaningful existence in a dynamic world. It is motivating as concrete realistic technological issues are illuminated for learner awareness (Meziobi, 2008). Research by Meziobi (2008) have shown that lack of interest in mathematics, sciences and technology resulted in poor performance. Basic technology teachers should therefore motivate their students for high academic attainment through knowledge and information acquired from exposure to contemporary instruction. It is therefore observed that contemporary issues are the exposing factors of functional education to the learner which is the integration of both social and technological issues in curricular of schools in any nation is sluggish (Ibiam, 2007 and Meziobi, 2008).

Similarly, exposure to contemporary issues challenges learners' reflective thinking process and inquiry orientation. Conversely, ineffective teaching of contemporary issues entails blinding the scope of the learners reducing their intellectual viability and relevance. But the present situation in the area of student's interest and number of trained manpower has drastically reduced despite the provision of facilities/equipment by the Government to schools (Uwaifo, 2009). This paper is primarily intended to explore some of the outstanding values to be derived through the use of the differing methods of teaching in vocational education and appraise a few limitations and danger involved in it.

According to Akpan (2019), Howard and Brandom (2011), teaching contemporary issues has definite benefits over traditional classroom training. While the most obvious are which can lead to retention and a stronger grasp on the subject, active participating in E-learning activities, has uniformity of curriculum contents, others are: its teaching motivates interest, inspire reflective thinking, curiosity and sound evaluation of facts, updating knowledge easily and quickly, integrating contemporary innovation and crucial educational informs in the curriculum of schools at all levels such as political, social, economical and cultural factors, it is self spaced learning, among other numerous benefits. A critical evaluation of these benefits makes teaching of contemporary issues in basic technology must-attain training for all Nigerian teachers and students.

However, Nwoji (2000) noted that training teachers to use modern technologies and teaching of contemporary in the third world schools is an extremely complex and demanding task. This is because according to the writer, there are many influences on Nigerian education system. These influences are especially based on political, social, economic and cultural factors (Nwoji, 2000). Skill acquisition in the use of communication technologies will enable educators grasp the potentials fro e-learning opportunities in the contemporary society. Apparently, N. Nwoji (2000), Okeke & Edika (2011) articulated that experience has shown that a well–conceived and structured educational programme will fail if those to implement it at the grassroots level are not adequately prepared in educational technology and innovative techniques. Therefore, providing e-learning opportunities in the contemporary society for Nigerian educators remain a sine-qua non since it provides lifelong learning opportunities by

making formal learning available at home, workplace, industrial firms, anywhere and at anytime. Teaching and learning of contemporary issues increase teachers opportunities to learn relevant skills from the global world for survival in their work place and society and then assist the students in achieving effective teaching and learning processes. Technology has revolutionized business, now it must revolutionize learning.

Statement of the Problem

The implementation of any instructional programme or new method of teaching is rarely hitch free as associated efforts always meet with challenges. In order to provide for a more direct involvement of students in the learning process, widely differing methods of teaching and learning have been underdeveloped such as role-playing, laboratory methods, field trips, simulation methods and the case method. The case method of teaching at the Curriculum Research Centre represents almost the most valuable, versatile teaching tool to be developed in methodology in the contemporary world or society (Uwaifo 2009; Akpan, 2019). Static school curriculum is less adequate to address the felt needs and aspirations of a dynamic modern society with compounding societal problems, challenges and frustrations to overcome.

Generally, the prolonged habit of integrating contemporary innovations and crucial educational reforms in the curricula of schools at all levels in Nigeria is a great hindrance to functional education which is meant to equip the learner with qualitative and relevant knowledge, values and skills to overcome their personal and societal problems. The case of implementation of basic technology curriculum under the basic education scheme is not an exception as technical teacher education programmes face increasing responsibilities. Therefore, the teacher, especially that of basic technology education need to possess appropriate knowledge and information as well as attending workshops, conferences and seminars organized to update their knowledge on contemporary issues in order to function well in the classroom. Unfortunately, classroom instructions in our secondary schools are still dominated by the traditional teacher-centred, chalkboard-duster approach (Nwafor, 2007 and Uzodinma, 2005).

Most secondary school students graduate being equipped with contemporary issues; meaning that they were never exposed to computer or they were never taught contemporary issues. Government at various levels have introduced ICT policies and programmes as well as instruction on contemporary issues in our curriculum to equip both the teachers and students with the required technological skills, reflective thinking, interest, information, economic/social change or facts to be globally competitive. But these efforts seem not to have produced the expected results. This situation aroused the questions; are technical education teachers and students being exposed to contemporary practices in the technical education programmes? To what extent does the teaching of contemporary issues motivate the teaching and learning of basic technology? What is being done by educators to keep pace with the contemporary issues? Are contemporary issues increasingly taking place in today's industrial firms?

It therefore becomes imperative for the study of this kind to be conducted to identify the extent of teaching contemporary issues in basic technology for effective skills acquisition in Junior secondary schools in Akwa Ibom State.

Research Questions

The main purpose of this study was to investigate the extent of implementation of contemporary issues by basic technology teachers in Junior Secondary School. Most specifically, this study was designed to provide answers to the following research questions:

(i) To what extent do Basic Technology Teachers teach contemporary issues in Basic Technology instruction?

(ii) To what extent is Basic Technology Curriculum equipped with contemporary issues?

(iii) What are the common interest areas motivated by contemporary issues in teaching and learning of basic technology.

The hypothesis of the study stated thus:

There is no significant difference in the mean rating of students and teachers on the teaching/learning of contemporary issues in Basic Technology instruction in Junior Secondary School.

RESEARCH METHODOLOGY

This study is a survey research design. A survey research is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2006). This was focused on investigating the extent of implementation of contemporary issues through basic technology instruction in Junior Secondary Schools. Structured questionnaire was the instrument for data collection.

The study was carried out in all the 30 public secondary schools in Etinan Local Government Area of Akwa Ibom State. The population of the study was 150 made up of all the basic technology teachers and students in Etinan Local Government Junior Secondary Schools. From the above, one basic technology teacher was available per school to make up 30 teachers and in the same manner, 4 students were sampled from each of the 30 secondary schools used for the study. In all 30 basic technology teachers and 120 students were involved in the study making total of 150 respondents.

The instrument used for data collection was a questionnaire titled “Basic Technology Teachers and Students Perception of the Implementation of Contemporary issues in Basic Technology Classroom” (BTSICIC) which was designed to answer the research questions posed to guide the study. The research instrument was validated by two experts in basic technology from University of Uyo and one expert in measurement and evaluation from Akwa Ibom State College of Education, Afaha Nsit. The comments and observations of the experts formed the basis for the

modification of the instrument. The reliability coefficient of the instrument established with Crunbach Alpha reliability techniques was 0.88.

The researcher and 3 other trained research assistants administered copies of the questionnaire to respondents. In the analyses of data, the researcher used frequencies and simple percentages. Decision was that any result below 40% was not accepted. The data collected were edited and presented in tables according to the three research questions used for the study.

RESULTS

Research Question I:

To what extent do Basic Technology Teachers teach contemporary issues in basic technology instruction?

Table 1: Mean and standard deviation rating of teachers on the extent of exposure of contemporary issues in basic technology class

S/N	ITEMS	N	X	SD	DECISION
1.	Basic technology teachers teach contemporary issues in basic technology classroom	150	3.08	.87	HE
2.	Does the teaching of contemporary issues reflect adequate events in the society	150	2.81	1.08	HE
3.	Basic technology teachers preparatory institutions equip teachers/students with appropriate knowledge and information during class delivery	150	1.69	1.69	Low extent
4.	Conferences, workshop and seminars are organized to update teachers knowledge on the teaching of contemporary issues	150	2.66	1.121	HE
5.	The teaching of contemporary issues provides opportunity for high manpower training for societal development	150	2.75	1.03	HE

Table 1 shows that the items 1, 2, 4 and 5 are with mean scores above 2.50. This indicates in high extent (HE) that basic technology teachers teach contemporary issues in basic technology class. While the response of only item 3 of basic technology teachers are disagreed or opposed to

the view. It is imperative from the generated data of the study that contemporary issues are taught in basic technology classroom. However, the teaching do not substantially reflect current happenings in the society. The implication is that most basic technology teachers are not resourceful in incorporating latest developments in their instruction as they are based on information in textbooks.

Research Question 2: To what extent is the basic technology curriculum equipped with contemporary issues.

Table 2: Mean rating of the extent basic technology curriculum is equipped with contemporary issues (N=150)

S/N	ITEMS	N	Yes		No		DECISION
			Freq	%	Freq	%	
6.	Basic Technology curriculum is designed for teachers to reflect or promote contemporary issues	150	100	66.6	50	33.4	A
7.	Basic Technology curriculum is adequately adjusted to integrate evolving socio-political, technological, social and economic change	150	25	16.7	125	83.3	DA
8.	Basic Technology curriculum provides ICT skill amongst staff and students to improve learning beyond classroom	150	150	%			A
9.	There are so many abstract areas in basic technology curriculum in relation to contemporary issues	150	90	60	60	40	A
10.	The curriculum is so vast that it is difficult to be covered	150	120	80	30	20	A
11.	Every topic on the curriculum should be associated with contemporary issues and facilitate the development of problem solving and psychomotor skills	150	140	93.3	20	6.7	A

Table 2 indicates that the items 6,8,9,10 and 11 of percentage of teachers accepted that basic technology curriculum is organized in a manner to be integrated and equipped with contemporary issues; this is because the items had upto 50% and above which was regarded as agreed. Based on the data, only item 7 (16.7%) of basic technology teachers agreed that basic technology curriculum is adequately adjusted to accommodate contemporary issues while 83.3% disagreed. This shows that basic technology curriculum contents are equipped with opportunities for teachers to reflect or promote contemporary issues; thus basic technology curriculum is static in the midst of intermittently evolving changes in the global society.

Research Question 3: To what extent do contemporary issues motivate interest in teaching and learning of basic technology?

Table 3: Mean rating of the place of motivation of interest in the teaching and learning of basic technology (N=150)

S/N	ITEMS	RESPONDENTS	N	Yes		No		Remarks
				Freq	%	Freq	%	
11.	The teaching of contemporary issues motivates interest in learning basic technology	Teachers	30	20	66.7	10	33.3	A
		Students	120	90	75	30	25	
12.	Methods of teaching contemporary issues in basic technology institution improve reflective thinking, curiosity and sound evaluation of facts	Teachers	30	25	83.3	7	16.7	A
		Students	120	85	70.8	35	29.7	
13.	Does the teaching of contemporary issues in basic technology encourages learners (students) to become independent and participate in collaboration works	Teachers	30	30	100	Nil	Nil	A
		Students	120	120	100	Nil	Nil	
14.	Contents should be organized based on low students learn	Teachers	30	19	63.3	11	36.7	A
		Students	120	95	80	25	20	
15.	Motivation of technical educators is through incentive and	Teachers	30	24	80	6	20	A

	remuneration							
16.	Teachers' methods of teaching the subject is a reason for the students low interest	Students	120	110	91.7	10	9.3	DA
		Teachers	30	10	33.3	20	66.7	
17.	There are not enough motivation for the instructions and learners in the school	Students	120	20	16.7	100	83.3	A
		Teachers	30	27	90	3	10	
		Students	120	115	95.8	5	4.2	

Table 3 indicates the views of the respondents in the place of motivation of interest in the teaching and learning of basic technology. The data reveals that, the 6 items except 16 are accepted as the place of motivation of interest in the teaching and learning of contemporary issues by both teachers and students since each of the items scored more than 50% and above. Also, all the variables on the table are areas where a place of motivation of interest in teaching basic technology in schools can be acquired by both teachers and students. Therefore, it can be deduced that motivation of interest in learning basic technology depends on the exposure of new knowledge and information relevant to societal and economic development. The findings therefore revealed that the inclusion and teaching of contemporary issues in basic technology motivate interest in the learners and that teacher quality, exposure and ability are instrumental in making the teaching of contemporary issues relevant, imperatives and meaningful to learners.

Hypothesis I: There is no significant difference between the mean rating of students and teachers on the teaching/learning of contemporary issues in basic technology instruction in Junior secondary school.

Table 4: Summary of t-test result on the mean ratings of students and teacher on the teaching and learning of contemporary issues in basic technology instruction in junior secondary school

Group	No.	X	Sd	Df	Sin level	t-cal	t-cri	Decision
Teacher	30	3.41	0.85	148	0.05	0.03	1.96	Not significant
Students	120	3.40	0.78		0.05			

NS = Not Significant, S = significant

DF = N_1+N_2-2 = 30+120 = 148

T = Crtical at df 148 and 0.05 level of significant = 1.960

Table 4 reveals that the calculated t-value is 0.03 at 148 degree of freedom and at 0.05 level of significance is less than the table value of 1.96. Since the calculated values is less than

the table of value, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of teachers and students on the teaching and learning of contemporary issues in basic technology in junior secondary schools.

DISCUSSION

Based on the data collected and analyzed in this study, the following finding were made with respect to the research questions.

Result of data analysis revealed that contemporary issues are being taught by basic technology teachers in basic technology classroom, but do not reflect or flow with adequate current events in the society. Uwaifo (2009) and Njoku (2005) said that any basic technology instruction that does not develop reading culture and critical thinking or make the learner vocationally skilled in the teaching of contemporary issues would not have better way of responding to new challenges and is attributed to ineffectiveness. In the same vain, Mezieobi (2008) and Madnewesi, (2001) observed that meaningful teaching to the extent of focusing actual situations in the society promote acquisitions of skills in the learner.

The finding with respect to the extent basic technology curriculum is filled with contemporary issues revealed that the existing basic technology curriculum is integrated with contemporary issues, but the basic technology curriculum is not always adjusted to accommodate contemporary issues. Therefore, it must be flexible to meet the stated needs of the learners and society. This finding is in agreement with that of Maduewesi (2001) and Ibiam (2007) who found that innovative developments take time to be integrated into curriculum of schools in Nigeria. In addition, Eginana (2009) supported that fine arts and technical education have close relationship with other subject areas of the school curriculum and experiences outside the school.

The finding also showed that teaching of contemporary issues motivate interest in the learner and also makes the teaching and learning of contemporary issues relevant. The finding however meant that the recent teaching methods of contemporary issues does not inspire reflective thinking, curiosity and sound evaluation of factual information. This is in line with the views of Agwagah (1994), Mezieobi (2008), Adeniyi (1988) and Ihebereme (2006) on the teaching of contemporary issues who opined that students interest improve their learning and performance in the classroom when aided by teacher instructional effectiveness. When students participate effectively in classroom activities, their psyche is stimulated; they imbibe a sense of responsibility and so will be eager to learn, confirms the findings of Atkinson (2004), Agwai (1991), Mezieobi (1993), Anakwe (2009), who perceived that motivation as the arousal of tendency to act and produce one or more effects, as there are specific actions that teachers can take to increase students' motivation in classroom tasks.

As found in the study, basic technology teachers are not appropriately exposed to contemporary issues during training as well as serving teachers. This finding is in agreement with Maduewesi (1992) and, Ususro and Udoetuk (2015). To this effect, appropriate teaching of contemporary issues challenged teacher training institutions to improve the quality of their teachers through constant enrichment of their curriculum and updating the ICT capabilities of the

teachers in order to improve their teaching of contemporary issues. Finally, based on the above discussion, motive sensitizes behaviour to be elective. For instance, a student who is motivated to excel in any examinations concentrates in his studies by selecting appropriate means to reach his goal and experiences, spelt out in a beautifully planned curriculum.

Recommendations

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

(i) Basic technology teachers training institutions should equip teachers with adequate knowledge of contemporary issues and they should be provided with opportunities to explore contemporary knowledge for their instructional effectiveness.

(ii) The teaching of contemporary issues should be focused at equipping the learners (students) with social, technological, environmental and vocational skills.

(iii) Students should be involved in searching factual information in such that the teaching of basic technology should be made to stimulate interest and natural conciousness.

(iv) Through professional practitioners of basic technology, curriculum should always be revised and integrated to accommodate contemporary issues; and must be flexible to meet the urgent needs of the learner and society.

(v) Professional practitioners of the subject should also make deliberate efforts to challenge students to examine a variety of positive values, skills and attitudes and emphasize the need for adopting these in the pursuit of objective which bear on national survival, value reorientation.

(vi) Information communication technologies (ICT) materials and facilities need urgently be provided in schools and basic technology teachers should equally be trained in their utilization through in-service programmes to update their knowledge in teaching basic technology in Nigeria such as seminars, workshop and study programme, sandwich and conferences.

(vii) Government should recruit more basic technology teachers for secondary school to rescue the shortage of such teachers across the country. This is to enable more prospective teachers to acquire basic creative knowledge and skills that would help them in the production of useful instructional materials and resources for the enhancement of their contemporary issues during classroom pedagogy.

(viii) Government and relevant agencies should adopt and address the identified factors affecting the teaching and learning of contemporary issues, and communication technologies in the secondary school in the state.

Conclusion

The findings of this study shows that basic technology teachers in Akwa Ibom State Junior Secondary Schools are guided by the recent national curriculum. The need for training of the secondary school teachers for effective teaching of contemporary issues and information technology opportunities in basic technology should not be over emphasized. This 6is because it

is quite obvious that those teachers lack the necessary knowledge and skills for competence in the use of contemporary issues in the subject area and with this limitation, they cannot effectively teach contemporary issues as well as the use of the technologies to impact knowledge or better their lot. This call for urgent engagement of the teachers in special conferences, workshop, seminars, adequate provision of the information technologies as well as teaching of other identified problems on factors affecting the teaching and learning of contemporary issues in schools.

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