

# **ENCOURAGING VOCATIONAL EDUCATION TEACHERS TOWARDS THE TEACHING AND LEARNING OF CRAFT IN SENIOR SECONDARY SCHOOLS.**

**(A CASE STUDY OF ILARO IN YEWA SOUTH LOCAL GOVERNMENT AREA OF OGUN STATE.)**

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## **ABSTRACT**

*This study was designed to identify the strategies needed to encourage the teaching and learning of craft in Senior Secondary Schools of Yewa South Local Government Area of Ogun State . Seven Senior Secondary Schools were selected at random. 120 questionnaires were administered and all the copies are judiciously collected. The questionnaire collected information on adequacy of staff strength, adequacy of information in the teaching and learning of craft, availability of tools and equipment in the teaching and learning of craft. Information was also collected on motivation given to craft teachers in the teaching and learning of craft. Data generated from the questionnaires were analyzed using correlation co-efficient and percentages based on the findings. The result revealed that there is no significant effect on staff strength in teaching and learning of craft as  $r_{xy} = -0.1$ , no enough tools and equipment in the secondary schools used  $r_{xy} = -0.03$ . No adequate information for teachers in teaching and learning of craft in the secondary schools used as  $r_{xy} = -0.03$ . Also, there is no significant effect in the motivations given to teachers in the teaching and learning of craft as  $r_{xy} = -0.008$ . The research concluded that there is no enough encouragement giving to vocational education teachers in the teaching and learning of craft in senior secondary schools in Yewa South Local Government Area of Ogun State.*

*Key word: Vocational Education, Teachers, Craft, Motivation, Tools and Equipment*

## **INTRODUCTION**

Craft is an integral part of Home Economics .It helps student to develop creative abilities and manipulative skill that would enable them functions well in the society. According to Johnson and Wilson (2005), one meaning behind making crafts may be that it offers a means for self-expression. Craft will help individuals to be economically empowered, resourceful and appreciate the dignity of labour. It helps them to learn the correct ways of using tools since craft involves the use of many tools. Crafts are ancient traditional practice and product produce with knowledge, skill and civilization. Craft has also been a means to carry on traditions (Schofield T.& Johnson, H. et al 2001).

In the study of Schofield-Tomschlin and Littrell (2001), the craft process was shown to provide identity, therapy, creativity, enjoyment, self-actualization, self-directed learning and opportunities for teaching for the craft makers. Craft can be described as a distinctive knowledge that is intuitive and expressed through making and doing. Pleasure in handling and making is hardwired into human nature (Dissanayake.E &,Kojenkosi R.,1998) . Craft as a concrete activity may have the ability to empower the individual (Pollanen,2009).

It was stipulated in the National Policy of Education (2004) that student should be taught craft to give the child oppourtunities for developing manipulative skills that would enables him to function effectively in the society.

Onwendo (1996) opined that the teaching of craft in schools is very important because the knowledge of craft would help the student develop creative ability and good taste. The knowledge of craft would make individuals to make clothes, gift and different types of house hold items

## **TYPES OF CRAFT**

There are hundreds if not thousands of different varieties of handicrafts. The following list of crafts is included merely for illustrative purposes.

**Textiles:** This includes Crocheting, Embroidery, Felt-making, Knitting, Lace-making, Tapestry art , Designing, Pattern Illustration, Dress Making and Weaving.

**Woodcraft:** This includes Wood-carving, Wood-turning, Cabinet making, Furniture making, lacquerware .

**Papercraft:** This includes Paper Modelling, Collage, Origami paper folding , Papier-mâché.

Pottery and Glass Crafts : This includes Ceramics (earthenware, stoneware, porcelain), Mosaic Art, Glass Beadmaking, Glass Blowing, Glass Etching, (see Stained Glass Art Materials/Methods ).

Jewellery: Includes metalwork involving processes like embossing, repoussé work, engraving, enamelling (types include champlévé , basse taille, cloisonné, plique-à-jour), granulation and filigree decoration.

Other Examples of Craftwork This includes Basket weaving, Beer-making, Book-binding, Doll-making, Enamelling, Floral Design, Ikebana, Jewellery-making, Knife-making (cutler), Leatherwork, Metalwork, Model-making, Tattoo Designing, Toy-making , Tie and Dye and Cake Making.

Sokoto in Sokoto State are noted for the practice of leather work. Oyo town in Oyo State are recognized as the house of calabash carving and decoration. Bartik, tie and dye are the occupation of people of Abeokuta and Kano. Despite this advantages it has been observed that the teaching of craft work in schools is going into extinction.

Preliminary investigation conducted through pilot study in most of the secondary schools in Yewa South Local Government revealed that most of the secondary schools were no longer offering craft as a subject. Observation on the situation through pilot study revealed the following reason for sudden silence on craft work.

- i. Most of the schools did not have enough teachers for teaching craft.
- ii. Some of the schools had no laboratory/ workshop for teaching of craft.
- iii. No tools and equipment for the teaching of craft.
- iv. Where there were tools and equipment most of them were obsolete
- v. Most school management were no longer funding the teaching and learning of craft.

Okoro (1993), Andural (2007) and Momoh (2012) defines vocational education as a form of education whose primary purpose is to prepare persons for employment in recognized occupation. Vocational education refers to skill based programs which are designed for skill acquisition at lower level of education. Vocational education programs focus on specific vocations for entry into defined workplace.

Vocational/technical education is designed to offer people the opportunity of improving themselves in their general proficiency, especially in relation to their present or future occupation. Nuru (2007) opined that changes in any nation's economy is required to prepare young people for the jobs of the future of which technical and vocational education have crucial roles to play.

According to Richard (2007) Vocational teachers are the engine tools meant for the development of vocational education in Nigeria, they help in the improvement of learning and instruction, certify individual's mastery and evaluate program success in the class rooms.

We have the practitioner and the learned craftsmen who form the two categories of craft teachers. The practitioner are not professional, and do not have formal educational qualification. They learn

craft under an apprenticeship system of learning where a certificate is presented to them at the end of the training exercise. On the other hand the learned craft men are those who undergo a formal system of education where some prerequisite must be met before professionalism is attained. E.g a minimum of five credits in five subjects before admission to study craft is secured. They have the theoretical and practical knowledge of their profession and they understand the functionality of the different aspects.

Onwenedo (1996) Opined that “teaching of crafts in school is very important” This statement is particularly true for the fact that knowledge of craft will help student to develop their creative skill. Mansell (1987) stated that the quality of instruction meant for the teaching and learning of craft will be assessed by how effective and efficient the student can at the end of the term utilize the competence that has been acquired in class.

However, research work has shown that craft men are not enough in schools due to expensive nature of craft work if practical orientation must be gained. Also, the general attitude of the society to craft work is not encouraging. There is poor commercialization of craft work which could be due to the fact that craft is time consuming, it involves brainstorming, creativity, concentration and dedication which prove that craft has to do with professionalism.

Me nakoya (1995) Conveyed that physical abilities are acquired through handcraft activities because students enjoy using their bodies to carry out physical activities needed during sewing or any other craft work. Mansell (2007) stated that the availability of equipment and tools meant for teaching and learning of craft has a vital role to play in attainment of the expected objectives to be derived from what vocational teachers teach their student in the classroom.

Ojimba,(2012) Opined that most vocational education departments in Nigerian schools do not have laboratories or workshop space, let alone useable equipments and where they exist, they are grossly inadequate, as the workshops only have items or equipment that were provided when the departments were first established of which most of them are already obsolete or grounded. Arikewuyo, (2000) and Ogunsaju, (2004) gave credence to the fact that School system in Nigeria lacks most of the required resources which ordinarily be found in the school system to assist the teacher carry out his/her functions effectively.

May (2007) observed that technical and vocational education are very much still neglected in the aspect of adequate funding, personnel, modern facilities and staff motivation which consequently are robbing the country of the economic development to be contributed by graduates of technical/vocational education.

Inadequate funding of vocational institutions has caused the turning out of half-baked graduates because there is no fund to build and maintain workshops, laboratories or even purchase modern equipments (Aghenta, 1985). Staffing of Vocational technical education is generally inadequate because of poor funding. Experienced and skilful teachers may not be employed. Those that are employed, because of poor remuneration do not stay long in the teaching profession, but drift to some other more lucrative jobs especially in the industries and abroad.

The attitude of craft men to their profession has changed considerably; this lukewarm attitude to their profession is not unconnected with lack of motivation.

According to Miner (1998) motivation are those processes within an individual that stimulate behavior and channel it in ways that should benefit the organization as a whole. Johns (2001), defined motivation as three things: the person works hard, keep at his or her work and the person directs his or her behavior towards appropriate goals.

Meanwhile, a number of studies have found that teachers appear not to be intrinsically motivated to work, hence teachers' job performance is poor. (Mohammed, 2013; Ademokoya, 2006; Osokoya, 2005; Fagbamiye, 2000; Adeboyeje, Koleosho and Olaniyi, 2004).

Palmer (2002) and Zalwango (2014) while explaining intrinsic motivation stated that it involves completing a task for the feeling of mastery, control or pleasure its provides. It is the push from within which makes a worker to do what he is doing without being prompted. It is the driving force behind a worker's activity (Wikipedia, 2018). . Intrinsic motivation is usually self-applied, and springs from a [direct relationship](#) between the individual and the situation.

It is against this background information that the problems need to be solved using good incentive, motivation in the form of workshop and seminars and provision of necessary teaching materials and aids for the schools.

## **STATEMENT OF PROBLEM**

It has been observed that most vocational education teachers approach to the teaching and learning of craft are not encouraging, due to the fact that there is no good incentives, materials and conducive working environment (Laboratory/workshop) where craft teachers can acquit and develop themselves in the latest global trend in their area of their specialization.

## **OBJECTIVES OF THE STUDY**

The objectives of this study are as follows:

- 1) To identify the strength of staff in the area of teaching and learning of craft in senior secondary schools
- 2) To assess the adequacy or otherwise the knowledge of vocational education teachers in the teaching and learning of craft
- 3) To assess the tools, equipment and laboratory used in the teaching and learning of craft.
- 4) To investigate the various motivation giving to craft teachers.

## **RESEARCH QUESTION**

- I) To what extent would staff strength affect the teaching and learning of craft ?
- ii) To what extent would adequacy of information affect the teaching and learning of craft?

iii) To what extent would availability of tools and equipment affect the teaching and learning of craft?

## **RESEARCH METHODOLOGY**

### **Study Area**

The study area was Ilaro under Yewa South Local Government created in 1977. Yewa South Local Government shares boundaries in the North with Yewa North local government and in the South with Ipokia local government, in the west and east with Ifo and Ado-Odo/local government respectively. Yewa South Local Government has a land area of about 163,720 square meters and a provisional population of 156,890 by 1991 provisional census. Yewa South Local Government is predominantly peopled by the Yewa with other sub ethnic groups like Anagos, Aworis, Eguns and Aworis co-existing in a peaceful atmosphere. The principal towns include Ilaro, Owode, Ajilete, Erinja, OkeOdan, Iwoye, Ilobi, Idogo. The main languages spoken are Yoruba and English with several dialects like Yewa and Egun. Yewa South people are mainly farmers and traders while a few people engage in craftsmanship. Ilaro is the headquarter of Yewa South Local Government.

### **POPULATION OF STUDY**

One hundred students and twenty teachers were randomly selected from the seven schools. Data obtained from selected students and teachers through the use of a well-structured questionnaire were analyzed using descriptive statistics (percentage and frequency distributions) for both students and teachers questionnaire and spearman man correlation coefficient for the analysis of research questions.

#### **Sampling Techniques and Sampling Size**

The sampling of the study was drawn from seven public secondary schools in Ilaro. The schools are:

1. Anglican Grammar School (senior)
2. Baptist High School (senior)
3. Emmanuel Comprehensive High school (senior)
4. Itolu Community High School (senior)
5. Iwoye Area Community High School (senior)
6. Oronna High School (senior)

## 7. Yewa (Egbado) College ( Senior)

### RESULT AND DISCUSSION

The table below showed the demographic characteristics of the craft teachers based on sex, as evident from the table most 90% the respondents are females. This showed that there are more female teachers teaching craft in the schools visited than their male counterpart. The age range of the sampled teachers is 25-30 years. This implies that matured people are teaching the subject in the study area. Highest qualification of the respondent is first degree which accounted for 30%

**Table 1: SOCIO DEMOGRAPHIC CHARACTERISTICS OF THE CRAFT TEACHERS**

Variables	Frequency	Percentage
<b>Sex</b>		
Male	2	<b>10.0</b>
Female	<b>18</b>	<b>90.0</b>
Total	<b>20</b>	<b>100</b>
<b>Age</b>		
<b>25-30</b>	<b>5</b>	<b>25</b>
<b>31-36</b>	<b>3</b>	<b>15</b>
<b>37-42</b>	<b>4</b>	<b>20</b>
<b>43-58</b>	<b>3</b>	<b>15</b>
<b>49-54</b>	<b>4</b>	<b>20</b>
<b>55-60</b>	<b>1</b>	<b>5</b>
Total	<b>20</b>	<b>100</b>
<b>Academic Qualification</b>		
<b>HND</b>	<b>4</b>	<b>20</b>
<b>B.ED</b>	<b>6</b>	<b>30</b>
<b>BA/B.sc</b>	<b>4</b>	<b>20</b>

<b>PGD</b>	<b>3</b>	<b>15</b>
<b>NCE</b>	<b>3</b>	<b>15</b>
<b>Total</b>	<b>20</b>	<b>100</b>

Source: Field survey, 2008

## ANALYSIS OF TEACHERS QUESTIONNAIRE

Table 2: Adequacy of staff strength in the teaching and learning of craft

S/N	Statement	A	D	%A	%D	Total
1	Do you have up to 5 teachers teaching craft in your school?	12	8	60	40	100
2	Do you have up to 200 students offering craft in your school?	11	9	55	45	100
3	Do you use up to 12 periods in teaching and learning of craft?	7	13	35	65	100

Source: Field survey, 2008

The table above showed the distribution of respondent according to adequacy of staff in teaching and learning of craft. As evident from the table most 60% of the respondents agreed they have up to 5 teachers teaching craft in their school. Most 55% Of the respondent agreed they have up to 200 students offering craft in their school. Also, most 65% of the of the respondent agreed that they used up to 12 periods in teaching in teaching and learning of craft. This statement agrees with the opinion of Richard (2007) who reported that vocational teachers are the engine tools for development of vocational education in Nigeria.

Table 3: Adequacy of Information in teaching and learning of craft.

S/N	Statement	A	D	%A	%D	Total
4	Craft learning is mainly for skill accusation	14	6	70	30	100
5	Level of education in vocational education leads to effective teaching of craft	11	9	55	45	100
6	The higher the certificate acquire in vocational education ,the more the experience acquired	13	7	65	35	100
7	Do you agree on the fact that only teachers with certificate in vocational education can teach craft in secondary schools	12	8	60	40	100

Source: Field survey, 2008

As evident from the above table, 70% of the respondents agreed that craft learning is mainly for skill acquisition while 65% of the respondent agreed that the higher the certificate acquired in vocational education the more the experience acquired. However, 55% of the respondents agreed that the level of experience in vocational education leads to effective teaching of craft. This findings agrees with the opinion of Mansell (1987) who reported that the quality of instruction



meant for the teaching and learning of craft will be assessed by how effective and efficient the student can at the end of the term utilize the competence that has been acquire in class. This findings is also consistent with the opinion of Onwendo (1996), who reported that teaching of crafts in school is very important due to the fact that knowledge of craft will help student to develop their creative skill.

Table 4: Availability of tools and equipment in teaching and learning of craft.

S/N	Statement	A	D	%A	%D	Total
8	Lack of tools and equipment would affect the teaching and learning off craft.	15	5	75	25	100
9	Lack of adequate tools and equipment would affect the teaching and learning off craft.	13	7	65	35	100
10	Modern tools and equipment have effect on teaching and learning of craft	12	8	60	40	100
11	Obsolete tools and equipment have negative effect on teaching and learning of craft.	13	7	65	35	100
12	The use of demonstration in class would affect the teaching and learning of craft.	12	8	60	40	100
13	Purchase of materials for the teaching and learning of by the student have negative effect on the student craft.	13	7	65	35	100

Source: Field survey, 2008

As evident from the above table, 75% of the respondent agreed that lack of tools and equipment would affect the teaching and learning of craft. This findings is consistent with the report of Mansell (2007) who reported that the availability of equipment and tools meant for teaching and learning of craft has a vital role to play in attainment of the expected objectives to be derived from what vocational teachers teaches their student in the classroom.

Table 5; Motivation given to craft teachers in the teaching and learning of craft

S/N	Statement	D	A	%A	%D	Total
14	The attendance of seminar in the area of teaching and learning of craft motivates teachers.	15	5	75	25	100
15	The given of transport allowance motivates teachers to attend seminar on the area of teaching and learning of craft.	13	7	65	35	100
16	The availability of instructional materials would have positive effect on teaching and learning of craft.	14	6	70	30	100
17	The supply of teaching aids would have positive effect on teaching and learning of craft.	14	6	70	30	100

Source: Field survey, 2008

As evident from the above table, 75% of the respondent agreed that the attendance of seminar in the area of craft motivate teachers while 70% of the respondents agreed that availability of instructional materials would have positive effect on teaching and learning of craft. This findings agreed with the opinion of Miner (1998) who stated that motivation are those processes within an individual that stimulate behavior and channel and channel it in ways that should benefit the organization has a whole.

Table 6: Analysis of student questionnaire

S/N	Statement	YES	NO	%YES	%NO	Total
1	Do you have up to 5 teachers teaching craft in your school?	82	18	82.0	18.0	100
2	Do you have up to 200 students offering craft in your school?	56	44	56.0	44.0	100
3	Do you use up to 12 periods in teaching and learning of craft per week	76	24	76.0	24.0	100
4	Do you procure materials for doing craft yourself?	42	58	42.0	58.0	100
5	Is the cost of procuring laboratory materials expensive?	72	28	72.0	28.0	100
6	Does the carrying of loads during practical discourage student from offering craft.	26	74	26.0	74.0	100
7	Do you have laboratory for doing craft practical in your school?	60	40	60.0	40.0	100
8	Do you have tools and equipment in your laboratory?	64	36	64.0	36.0	100
9	Are these tools adequate?	42	58	42.0	58.0	100
10	Are these tools obsolete?	80	20	80.0	20.0	100
11	Are these tools modern?	36	64	36.0	64.0	100
12	Are the teachers using the tools for demonstration during practical class?	88	12	88.0	12.0	100
13	Does craft teacher's demands money from student for the purpose of organizing practical?	18	82	18.0	82.0	100

Source: Field survey, 2008

82% of the sampled student said they have up to five teachers teaching craft in their schools, 76% of the respondent said they have up to twelve periods per week. However, 42% of the respondent said they procure materials for doing craft themselves. 80% Of the student agreed that the tools are obsolete. All these statements are consistent with the report of Agbenta ,(1985), Menakoye (1995)and ojimba (2012).

### ANALYSIS OF RESEARCH QUESTION

In order to analyze the responses of the respondents, spearman correlation coefficient was used to compare two variables to each other and the formula is

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[ \quad ]}}$$

$$N\sum X^2 - (\sum X)^2 \quad N\sum Y^2 - (\sum Y)^2$$

Where X represent the teachers that agreed and strongly agreed.

Y represents the teachers that disagreed and strongly disagreed.

Key

Strongly Agree 4

Agree 3

Disagree 2

Strongly Disagree 1

RESEARCH QUESTION 1: To what extent would adequacy of staff/ strength affect the teaching and learning of craft ?

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
12	8	144	64	96
11	9	121	81	99
7	13	49	169	91
$\sum 30$	30	314	314	286

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{3\sum 286 - (30)(30)}{\sqrt{[3 \times 314 - (314)][3 \times 314 - (314)]}}$$

$$= \frac{858 - 900}{\sqrt{940 - (314)[942 - 314]}}$$

$$= \frac{858 - 900}{\sqrt{942 - (314)(628)}}$$

$$= \frac{858 - 900}{\sqrt{942 - (314)(628)}}$$

$$= \frac{-42}{\sqrt{942 - 197192}}$$

$$= \frac{-42}{\sqrt{196250}}$$

$$= \frac{-42}{\sqrt{444}}$$

$$= 0.09$$

$$r_{xy} = 0.1$$

The value of the correlation is -0.1 which means that there is no enough craft teachers in the Secondary Schools used.

RESEARCH QUESTION 2: To what extent are the adequacy of information in the teaching and learning of craft.

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
14	6	196	36	84
11	9	121	81	99
13	7	169	49	91
12	8	144	64	96
Σ 50	30	630	230	370

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{4\sum 370 - 50 \times 30}{\sqrt{4 \times 630 - 630 \times (4 \times 230 - 230)}}$$

$$= \frac{1480 - 1500}{\sqrt{2520 - 630 \times (920 - 230)}}$$

$$= \frac{1480 - 1500}{\sqrt{2520 - 630 \times 690}}$$

$$= \frac{-20}{\sqrt{2520 - 434700}}$$

$$= \frac{-20}{\sqrt{432180}}$$

$$= \frac{-20}{657.4}$$

$$= \underline{\underline{-0.03}}$$

Since the value of correlation coefficient is – 0.03 which means there is no adequate information for the teaching and learning of craft in the Secondary Schools used.

RESEACH QUESTION 3: To what extent would availability of tools and equipment affect the teaching and learning of craft?

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
15	5	225	25	75
13	7	169	49	91
12	8	144	64	96
13	7	169	49	91

12	8	144	64	96
13	7	169	49	91
$\Sigma$ 78	42	1020	300	540

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{6 \sum 540 - (78) \times (42)}{\sqrt{[6 \times 1020 - (1020) (6) [300 - (300)]}}$$

$$= \frac{3240 - 3276}{\sqrt{6120 - (1020) [1800 - 300]}}$$

$$= \frac{-36}{\sqrt{6120 - (1020) (1500)}}$$

$$= \frac{-36}{\sqrt{6120 - 1530000}}$$

$$= \frac{-36}{\sqrt{-1523880}}$$

$$= \frac{-36}{1234}$$

$$= \underline{\underline{-0.03}}$$

The value of correlation coefficient is –0.03 which means there is no enough tools and equipments for the teaching and learning of craft in the Secondary Schools used.

RESEARCH QUESTION 4: To what extent would motivation given to staff affect the teaching and learning of craft?

X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
15	5	225	25	75
13	7	169	49	91
14	6	196	36	84
14	6	196	36	84
Σ56	24	786	146	334

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{4 \times 334 - (56) \times (24)}{\sqrt{4 \times 786 - (786) \times [4 \times 146 - 146]}}$$

$$= \frac{1336 - 1344}{\sqrt{3144 - (786) \times 584 - 146}}$$

$$= \frac{1336 - 1344}{\sqrt{3144 - 786 \times 438}}$$

$$= \frac{-5}{\sqrt{3144 - 344268}}$$

$$= \frac{-5}{\sqrt{341124}}$$

$$= \frac{-5}{584.05}$$

$$= \underline{\underline{-0.008}}$$

Since the value of the correlation coefficient is  $= 0.008$  there is no significant effect between the motivation given to staff affect the teaching and learning of craft.

## **CONCLUSSION**

Based on the research findings, it was discovered that there was no enough encouragement given to Vocational Education teachers in the teaching and learning of craft in senior Secondary Schools in Yewa South Local Government Area of Ogun State.

## **RECOMMENDATION**

The findings of this study point strongly to the need to encourage Vocational Education teachers towards teaching and learning of craft in Schools. The teachers should be motivated in various ways because they serve as source of information for the student it is therefore suggested that

- 1 Ministry of Education Science and Technology should sponsor teachers to attend seminar and workshop at least once in a session.
- 2 Laboratory and workshop should be equipped with modern tools and equipment because the existing ones are outdated.
- 3 Government and the school authority should create awareness of the importance of vocational subjects like craft for parents through the Parent Teacher Association and the media
- 4 More guidance and counselor should be employed in schools to counsel student on the choice of subject.

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