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Influence of Educational Technology Centres on Students' Skill Acquisition for Self Employment

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Abstract
Educational technology is a core course of study in Nigerian teacher education institutions, such as Colleges of Education, Institutes of Education and Facilities of Education. The aim of educational technology is to improve the competence of teachers by producing teachers that can back theory with practice in teaching-learning situation. The study was focused on the influence of educational technology centres on students' skill acquisition for self-employment. The study carried in Ebonyi State University, faculty of education, six research questions were formulated to guide the study. The study adopted cross sectional research design 235 served as sample size for the study. Reliability coefficient of 0.71 was obtained. Data collected were analyzed using mean and standard deviation. It was found among other thing that educational technology centres educational technology centres provide skills in carving to students for self-employment etc conclusion was drawn and recommendation made.

Introduction
Since independence, Nigeria has witnessed several innovations in the school curriculum at all levels of education which led to some modifications in the policy on education and school programmes. The modifications are geared towards achieving quality education, practical teaching and lifelong learning in education system of this country and creating job opportunities for graduated youths. Now that Nigeria is experiencing very high rate of unemployment, there is high demand for education that is productive and job creative in nature to take care of the jobless youth that stand in better position to move this country forward by contributing their quota in improving the economy of the nation. One of the means introduced in the field of education in tertiary institution by the federal government of this country to achieve lifelong and productive education is the establishment of educational technology centres.

Educational technology centres are workshops where skills, competences and knowledge on how to design and produce instructional materials are acquired. It is skill acquisition centres. According to Okwo and Eze (2013), educational technology centres are places specifically established: to develop, produce, maintain, store and retrieve instructional materials for effective teaching and learning. One can then state that educational technology centres are where competences, skill and creative thinking are acquired for production of instructional resources (human and materials) for effective instructional delivery, self-employment and national development.

Educational technology Centre is called different names by different people (scholars, schools and states). This is in line with Agun in Okwo and Eze (2013), that the following names are attributed to education technology centre: Resource Centre, Teachers' Centres, Education Centres, Curriculum and In-service Training Centres, Centre for Educational Technology, Modern Aids to Educational Centres, Curriculum Development Centre. According to Okwo and Eze (2013), all these centres not minding the differences in their names are working to provide opportunities for teachers, learners and specialists to update and upgrade their skills, competences and knowledge through exposure to new skills, materials, methods, innovations, techniques in various areas of education.

The establishment of educational technology centres is one of the strategies mapped out by the federal government to achieve objectives of the educational services to improve quality education which indicates that: each state and local government authority shall establish teachers' resources centres where teachers will meet for discussion, investigations, study, workshop, short courses and conferences; federal and state government shall establish educational resources centres whose activities shall be multidisciplinary (Federal Republic of Nigeria, 2004). The federal government emphases on the establishment of resources centres down to grassroot level motivated the establishment of the educational technology centres in the schools of higher learning, such as faculties of education, institutions of education, colleges of education, etc to back theory teaching with practicals and skills in the classrooms to improve quality education in Nigeria as there are evidences of fall in standard of education by the inability of graduates to compete with their counter parts in other parts of the world in the labour market. These centres according to government plan is geared toward producing graduates (teachers) on how to design, develop, maintain, store, disseminate and use instructional resources to achieve effectiveness and efficiency in teaching and learning which eventually leads to the production of graduates that will be self-reliance and self-employed after graduation.

Skill is an ability one acquired through deliberate effort to a set goal which involves reasoning and technical skills. Skill acquired brings improvement in any field of life and promotes better business management,

better marketing, more effective employees, decreased problems, self-employment, diverse job opportunities, employment generation, effective function and crime reduction (Ashe-Mund, (2016) http://yourbusiness.azcentral.com/importance-skills-acquisition-12626.html; Peter (2015) http://hubpages.com/business/importance-of-skill-acquisition) .

Omoruyi and Osunde (2011) conceptualized skills as the ability to do something well, usually acquired through training or experience according to Ojie (2008), skill is an acquired ability due to practice. . According to Refaat (2009), skill acquisition is an activity which involves the discovery, examination and exploitation of opportunities to bring into existence new good and services, different ways of organizing, markets, process, and raw material organizing efforts that previously had not existed. It is a development of new skill and practice

At educational technology centres, students are exposed to practical situations where skills, competences and knowledge are displayed in designing and producing instructional materials in other to be active, productive, effective and efficient in delivering their instructional contents, carving, photography, video coverage, moulding, drawing, tie and dye etc. These concepts are craft in nature which can be means for self-employment in the absence of white color jobs as skill acquisition is a means of employment venture. It is based on this that the study intends on evaluating the influence of educational technology centres on students' skill acquisition for self-employment.

Problem of the study

Educational technology centres are practical oriented institutions where students are exposed to practical aspect of educational technology on how to draw, carve, mould, and design instructional materials for effective teaching and learning and skills acquisition. Experience as educational technologist has shown that in most teacher education institutions in the country, educational technology centres are not functioning or equipped with both human and material resources required for proper skill acquisition which calls for the study: influence of educational Technology centres on students' skill acquisition for self-employment.

Purpose of the Study

The general purpose of the study is to ascertain the influence of educational technology centres on students' skill acquisition for self-employment. Specially, the study sought to:

1. Determine the influence of educational technology centres on students' acquisition of drawing skills for self-employment.
2. Ascertain the influence of educational technology centres on students' acquisition of carving skills for self-employment
3. Determine the influence of educational technology centres on students' acquisition of moulding skills for self-employment.
4. Ascertain the influence of educational technology centres on students' acquisition photographic skills for self-employment.
5. Determine the influence of educational technology centres on students' video coverage skills for self-employment.
6. Ascertain the influence of educational technology centres on students' acquisition of tie and dye skills on self-employment.

Scope of the Study

The study focuses on the influence of educational technology centres on students' skill acquisition for self-employment. The study covers drawing, carving, moulding, photographic, video coverage, tie and dye practical that are carried out at the educational technology centres.

Research Questions

The following research questions guided the study:

1. What are the influence of educational technology centes on students' acquisition of drawing skills for self-employment?
2. What are the influence of educational technology centres on students' acquisition of carving skills for self-employment?
3. What are the influence of educational technology centres on students' acquisition of moulding skills for self-employment?
4. What are the influence of educational technology centres on students' acquisition of photographic skills for self-employment?
5. What are the influence of educational technology centres on students' acquisition of video coverage skills for self-employments?
6. What are the influence of educational technology centres on students' acquisition of tie and dye skills for

self-employment?

Methodology

The design of the study is cross-sectional survey research design. According to Igwe cited in Obinwa, (2015), a cross-sectional research design requires selecting knowledgeable respondents across levels to constitute a sample. In the cross-sectional survey, the needed research data were collected from a sample drawn from a predetermined population. This approach made it possible for many subjects to be studied at cheaper and quicker rate (Nworgu, 2006).

The population of the study was 744. It was made up of (2012/2013) 300 hundred level education students of Ebonyi State University Ishieke Annex.

The sample for study was 260. The study was carried out in Abakaliki Education Zone of Ebonyi State, Nigeria. Ebonyi State is one of the South-East States of Nigeria.

Researcher's structured questionnaire was designed on "Skills Acquired from Educational Technology Centre Questionnaire (SAETCQ)". The questionnaire contains thirty seven (37) items questions in all. The instrument had four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

To find out the validity of the research instrument for the study, it was presented to three experts one from Technical and Vocational Education (TVE), one from Measurement and Evaluation and one from Curriculum Studies unit all in Faculty of Education, Ebonyi State University, Abakaliki, Nigeria.

The reliability of the instrument of this study was established using spearman Brown Prophesy formula. The reliability estimate obtained was 77 this value showed the high degree of reliability of the instrument for the research.

Two hundred and sixty (260) copies of the questionnaire were distributed to the respondents. Two hundred and thirty five (235) was recovered.

The data collected for this study were analyzed using frequency table and mean scores with standard deviation, for the research questions. In taking decision, 2.50 was adopted as the bench mark for the decision taken and this was derived by adding the nominal values of the rating scale and the summation was divided by the number of cases. Thus, $4+3+2+1= \frac{10}{4} = 2.50$

Results

Research Question One: What are the influence of educational technology centres on students acquisition of drawing skills for selfemployment?.

Table 1: Mean response of students with standard deviation on drawing skills for selfemployment

S/N	ITEMS	SA	A	D	SD	$\bar{X}$	SD	Remark
1	Educational technology centres equip students with the skill to determine the scale on the paper to compare to the size on real object, when drawing.	82	126	11	16	3.37	0.80	Agreed
2	Skill to mix colour to get a very good blending is acquired by students from educational technology centres during practical work.	86	124	20	5	3.22	0.88	Agreed
3	At educational technology centres, students are equipped with skill to determine colour contracting.	77	121	31	6	3.22	1.01	Agreed
4	Educational technology centres is practical oriented institutions that expose students to skill to draw life object.	79	125	20	11	3.31	0.90	Agreed
5	During practical at educational technology centres, students are exposed to the skill of drawing imaginary.	82	119	24	10	3.25	0.94	Agreed
6	Students acquired the skill to draw objects from picture during practical at educational technology centres.	82	119	26	8	3.25	0.96	Agreed
	Grand Mean					**3.29**		

Data in table 1 indicate that items 1-6 had their mean scores with the corresponding standard deviation (SD) above the cutoff point of 2.50. This implies that the respondents agreed that educational technology centres had influence on the students acquisition of drawing skills for selfemployment.

Research Question Two: What are the influence of educational technology centres on students' acquisition of carving skills for self-employment?

Table 2: Mean response of students with standard deviation on carving skills for self-employment.

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	SD	Remark
7	Students learn the skill of using carving knife during practical work at educational technology centre.	78	126	17	14	3.53	0.88	Agreed
8	Students acquire the skill to determine appropriate wood to be used for carving at educational technology centres.	86	102	30	17	3.10	1.00	Agreed
9	Students learn how to determine the scale to be used when caring an image on a wood object at educational technology centres.	82	105	32	16	3.10	1.02	Agreed
10	At educational technology centres students are exposed on the skill to carve an image to represent any object as supposed to be in real life.	121	100	10	4	3.32	0.71	Agreed
11	Skill to determine the background that will make the carved object look fine is acquired at the educational technology centres.	86	119	26	4	3.26	0.94	Agreed
12	Beautifying carved image for aesthetic outlook is a skill that is acquired by students from educational technology centres	86	121	10	18	3.35	0.79	Agreed
	Grand Mean					**3.28**		

Data in table 2 indicates that items 7-12 had their mean scores with the corresponding standard deviation (SD) above the cutoff point of 2.50. This implies that the respondents agreed that educational technology centres had influence on the students' acquisition of carving skills for self employment.

Research Question Three: What are the influence of educational technology centres on students' acquisition of moulding skills for selfemployment?

Table 3: Mean response of students with standard deviation on moulding skills for self-employment

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	SD	Remark
13	The skill to determine the appropriate materials for moulding is acquired at educational technology centre during practical.	77	123	31	4	3.24	1.00	Agreed
14	At educational technology centre practical exercise, students are exposed to the skill of producing good mixture of materials.	80	126	11	18	3.36	0.81	Agreed
15	Skill to determine the shape of the object to mould is acquired by the students at the educational technology centre during practical.	78	128	20	9	3.33	0.90	Agreed
16	Students learn the skill to determine the scale to be used in moulding at educational technology centre practical.	80	121	26	8	3.25	0.96	Agreed
17	Educational technology centre exposes students to the skill of moulding an object in its natural outlook.	77	102	28	28	3.07	1.01	Agreed
18	To determine the appropriate colour to suit the natural colour of an object is acquired at the educational technology centre during practical.	82	105	20	28	3.15	0.94	Agreed
19	Skill to mould an object that can be durable is gained during practical at educational technology centre.	77	119	23	16	3.24	0.95	Agreed
20	Moulding a beautiful object that will attract human consumption skill is acquired during practical drill at the educational technology centre.	77	121	30	7	3.22	1.00	Agreed
	Grand Mean					**3.23**		

Data in the able 3 indicates that items 13-20 had their mean scores with the corresponding standard Deviation (SD) above the cutoff point of 2.50. This implies that the respondents agreed that educational technology centres had influence on the students' acquisition of moulding skills for self employment.

Research Question Four: What are the influence of educational technology centres on students' acquisition of photographic skills for self employment?

Table 4: Mean response of students with standard deviation on photographic skills for self employment.

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	SD	Remark
21	At educational technology centres, students acquire the skill on adjustment of camera lens to suit the weather for snapping	102	87	10	36	3.13	0.82	Agreed
22	Skill to focus object at close and long distance while snapping is gained by students at educational technology centres.	61	119	30	25	3.14	1.05	Agreed
23	Skill of printing sharp image from the film is gained.	57	138	13	27	3.36	0.98	Agreed
24	Ability to determine the appropriate materials to be used to get bright image of the picture is expose to students.	82	94	51	8	2.93	1.14	Agreed
25	Time management skill is learned by the students at educational technology centres.	77	1.07	24	27	3.13	0.98	Agreed
26	Skills of photo-editing software are acquired by students at educational technology centres after snapping.	54	123	22	36	3.18	1.01	Agreed
	Grand Mean					**3.15**		

Data in table 4 indicates that items 21-26 had their mean scores with the corresponding standard devication (SD) above the cut off point of 2.50. This implies that respondents agreed that educational technology centres had influence on the students' acquisition of photographic skills for self employment

Research Question Five: What are the influence of educational technology centres on students' acquisition of video coverage skills for self employments?

Table 5: Mean response of students with standard deviation on video coverage skills for self employment.

S/N	ITEMS	SA	A	D	SD	$\bar{x}$	SD	Remark
27	Students are exposed to the skill to determine focus properly for snapping.	57	145	3	30	3.46	0.76	Agreed
28	Skill to edit covered event after snapping is acquired	77	87	62	9	2.80	1.19	Agreed
29	Students learn the skill of video coverage during any occasion at educational technology centres.	82	94	29	30	3.02	1.01	Agreed
30	Skill to determine different video shots to keep the viewers interested and to make visually pleasing story are acquired by students, at educational technology.	77	105	26	27	3.11	0.99	Agreed
31	Skill to interview people to get them right during narrative for stories is acquired by students at educational technology centres.	76	101	36	22	3.02	1.06	Agreed
	Grand Mean					**3.08**		

Data in table 5 indicates that items 27-31 had their mean scores with the corresponding standard deviation (SD) above the cut off mark of 2.50. This implies that the respondents agreed that educational technology centres had influence on the students' acquisition of video coverage skill acquisition for self employment

Research Question Six: What are the influence of educational technology centres on students' acquisition of tie and dye skills for self-employment?

Table 6: Mean response of students with standard deviation on tie and dye sills for self employment.

S/N	ITEM	SA	A	D	SD	$\bar{x}$	SD	Remark
32	Skill to determine dyeable materials is gained by students during practical at the educational technology centres.	80	105	31	19	3.10	1.02	Agreed
33	Skill to determine colour combination in dyeing is acquired by students at educational technology centres.	77	94	39	25	2.96	1.08	Agreed
34	Practical exercise at educational technology centres equips students with the skill to determine the concentration of the dye.	99	102	17	17	3.21	0.86	Agreed
35	Students learn the skill to determine the correct chemical to be used on material (cloth) for dyeing, at educational technology centres.	80	107	8	40	3.21	0.84	Agreed
36	Skill to determine appropriate temperature for drying dyed materials is acquired at educational technology centres.	99	119	2	15	3.42	0.65	Agreed
37	Skill to determine colour and design that are human friendly is acquired by students at educational technology centres.	82	107	20	26	3.17	0.93	Agreed
	Grand Mean					**3.18**		

Data in table 6 indicates that items 32-37 had their mean scores with the corresponding SD above the cutoff point of 2.50. This implies that the respondents agreed that educational technology centres had influence on the students' acquisition of tie and dye skills for self employment

Summary of the findings

This study investigated the influence educational technology centres on students skill acquisition for self employment. The findings are that:

1. Educational technology centres provide skills in drawing to students for self employment.
2. Educational technology centres provide skills in carving to students for self employment.
3. Students gain moulding skills for self employment at educational technology centres.
4. Educational technology centres equip students with photographic skills for self employment.
5. Students learn video coverage skills for self employment at educational technology centes.
6. Students are equipped with tie and dye skills for self employment at educational technology centres.

Discussion of findings

- The analysis of data on influence of educational technology centres on students acquisition of drawing skills for self employment revealed higher mean and standard deviation mean scores of educational technology centres influence on students' acquisition for self employment. This agreed with the findings of Jegede (2008) that special skills acquisition centres provided with appropriate manpower capacity can achieve the goal of poverty reduction among the Nigerian populace
- The data analyzed on influence of educational technology centres on students' acquisition of carving skills for self-employment indicate higher mean and standard deviations gain scores of educational technology centres on students' acquisition of carving skills for self employment. This is in line with the study of Omoruyi and Osunde (2011) that acquisition of vocational skills by the trainees provides an environment to become gainfully self employed.
- The data analyzed on the influence of educational technology centres on students' acquisition of moulding skills for self-employment revealed positive influence of educational technology centres on students acquisition of moulding skills for self employment. This is in agreement with Premand, Brodmann, Almeda, Grun and Barouni (2012) that entrepreneurship track was effective for increasing self employment, among applicants.
- The data analyzed on the influence of educational technology centres on students, acquisition of photographic skills for self employment indicate positive influence in the mean and standard deviation. This is support of Nwanaka and Amaehule (2011) that job creation by entrepreneurs is only vital if vocational skills acquisition centres are provided.
- The data analyzed on the influence of educational technology centres on students' acquisition of video coverage skills for self employment revealed mean and standard deviation gain scores of the influence of educational technology centres for self employment. The findings is in line with Nwankwo and Unachukwu (2010) that lecturers and students have strong believe that through exposure to entrepreneuship education, graduates are enable to be creative and innovative and this help them to be

self reliant and ultimately move away from the shackle of poverty.

- The data analyzed on the influence of educational technology centres on students' acquisition of tie and dyes skills for self employment indicate mean and standard deviation gain scores of the influence of educational technology centres on students' acquisition of tie and dye skills for self employment. This result agrees with Agbalajobi (2010) that women perceived that involvement in entrepreneurship contribute to employment creation…

Conclusion

Educational technology is the application of arts and science to solve educational problems and enrich teaching-learning process. As a result, to keep in pace with the development in technological world, new techniques should form the integral part of teachers' mode of instructional delivery to promote quality education in order to achieve educational objectives.

As Nigeria and other African countries are experiencing high rate of unemployment, the educational curriculum should emphasize on proper implementation of practical training to equip students with the skills that will help them to be self-employed after graduation, as skilled person can survive in any situation, be useful to himself, his family and contribute to the development of the society.

Recommendation

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

1. School management should equip educational technology workshops (centres) with the expert and other items that will helpsustain the drawing skills acquired by the students very for self employment.
2. Educational technology centres should be equipped with different types of carving equipment to improve the acquire carving skills for self employment.
3. To produce graduates that can deliver effectively in the labour market, they should exposed to practical aspect of moulding skills should be sustained at the educational technology centres.
4. School management should endeavor to continue to supply both human and material resources to help students acquire the proper photographic skills for self employments.
5. Educational technology centres should be equipped with sound video, machine, cameras, films, television etc. to improve the acquired skills, knowledge and competences required in video coverage for self employment.
6. Tie and dye products should be available and in right proportion at educational technology centres for practical purposes to sustain the , teachers acquired tie and dye skills for self employment

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