

## Strategies for Enhancing Automobile Teachers' Education for Quality and Sustainability

by

**Akpaka Stephen Andrew**

**DEPARTMENT OF FABRICATION AND WELDING  
GOVERNMENT TECHNICAL COLLEGE PATIGI**

**KWARA STATE**

**Correspondence:** akpakastephen7@gmail.com

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### Abstract

*The paper covers Strategies for Enhancing Automobile Teachers Education for Sustainable Quality Education Changes in Nigeria. This paper examined automobile teachers and their training and qualifications, automobile teacher education and curriculum and conceptual issues of automobile teacher education such as; quality of candidate for automobile teacher education programmes, training facilities, funding, quality of teachers and relevance of automobile teachers' education curriculum to the need of the society. The need for sustainable quality education changes is dealt with. The paper made case for strategies to enhance automobile teacher education program toward attaining quality automobile teacher and sustainable development. Recommendation of this paper include, that appropriate legislatures for the implementation of the National policy on teacher education should be made as a necessity in Nigeria and adequate funding of automobile teacher education should a priority of the government and stake holders.*

**Keywords:** Strategies, Automobile Teachers Education, Curriculum, Quality of Teachers

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### Introduction

Nigeria as a country had advocate for the types of education that would enhance the needed Automobile teacher and sustainable quality education for the learner and development of the society. Automobile teacher s education would help in achieving the much-desired Automobile teacher for sustainable development in Nigeria

At present, the national automobile maintenance industry is more and more, the demand for talents in this respect is also increasing. In recent years, due to the enrollment expansion of various vocational, technical colleges and university, the number of graduates of automobile maintenance major is increasing year by year, which makes the shortage of maintenance personnel below the middle and higher level improve. However, with the rapid development of science and technology, especially the equipment normalized, popularized application of artificial intelligence a lot of high-technology products has been applied in the car, its skills

put toward higher requirements for the repair personnel. At present, the high-quality automobile maintenance personnel are very short, which hinder the normal development of its maintenance industry, and has been unable to meet the requirement of most customers. Therefore, the society has a great demand for high-quality automobile maintenance professionals and higher vocational automobile detection and maintenance technology has a broad space for development. (Liao Wenzhong, QiuXiuli, 2015).

Teachers are the bed rock of the nation, for the development of technological advancement and for optimum development of the nation maximally. No education can rise above the quality of its teachers. Automobile teacher education is not left out in the task of producing potential automobile teachers who would take up the challenges of nurturing the student. Automobile teacher play an important role in preparing students to become responsible citizen, capable of making astute decisions that would benefit their present and

professional lives. Challenges have observed continually in the educational systems due to technological advancement and as such, automobile teacher has to prepare the learners to imbibe the changes that have occurred as a result of these developments in technology. However, the purpose of this is to view insight on the strategies for enhancing quality automobile teacher's education for sustainable development in Nigeria. Strategy can be defined as knowledge of the goals, the uncertainty of the events and the need to take into consideration the likely or actual behaviour of others. Strategy is all about integrating organizational activities and utilize environment so as to meet the present objectives. Strategy is important because the resources available to achieve goals are usually limited, strategy generally involve setting goal and priorities, determine actions to achieve the goals and mobilizing resources to execute the action (Freedman, 2013). Strategy describes how the ends (goal) will be achieved by the means (resources) (Simeone, 2020). Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or compete (Freedman, 2013). It involves activities such as strategic planning and strategy thinking. While Vadimi (2009) defined strategy as a system of finding, formatting and developing a doctrine that will ensure long term success if followed faithfully. Strategy, in short, bridges the gap between "where we are" and where we want to be. The purpose of education has been and always will be to empower and impart skills and knowledge in learners, thus it is important that the education one gets has to be of certain quality. There is no universal consensus on what is the appropriate strategy to assure and manage quality in higher education. (Brucaj, 2014). Quality can be defined in terms of excellence, perfection, value for money, fitness to purpose. (Brucaj, 2014).

Quality in education is a multi-dimensional concept with different component

(Sallia 2002). According to literature, Quality is fulfilling and exceeding customers' needs. Quality is every one's job and quality is continuous improvement. Quality is recognition and reward. Quality is leadership, teamwork, measurement and systematic problem solving (Brucaj, 2014).

Quality education is a necessity to a sustainable economy of any nation, sustainable is the ability to be sustained, supported, upheld or continued so as to maintain a certain state or position. Quality education has got no universally accepted definition. However, the Oxford Advanced Learner's Dictionary, (2010) define education the act or process of imparting or acquiring particular knowledge or skills, as for a profession and quality as referring to character with respect to fineness or grade of excellences. The combination of these words however may mean different things depending on the perception an individual. The Oxford Advanced Learner's Dictionary (2010) define quality education as equipping learners with skills and knowledge that would help develop psychologically and benefit them in future, being able to employ the skill they learnt in the day to day lives to sustain themselves even after graduation. Quality education equip one with capability to interpret things correctly and to apply the gathered information in real life, it entails the following aspect; learning resources, technology, program enrolled, modules done, teaching methodology, attachment, qualification, co-curriculum activities, performance awards student and teachers perspective in the institution operating management also their opinion and appraisal toward education (Hammond, 2013). According to Carroll, (1982), the economy of any nation is reliant on its micro and macro economy however if there is a lack on quality of education provided this would affect factors such as entrepreneurship, creativity, innovation and employability. The failure to invest in quality of education offered

to automobile teacher threatens the long-term competitiveness of nation's economy. With the rapid growth of manufacturing and technology jobs worldwide nation would face a challenge in being economically competitive if the automobile graduates produced do not meet intendment standard. Due to globalization the automobile student should compete not only with people from country but also with people throughout the world for jobs. Automobile student should possess some uniqueskill which make the eligible for the job which possible only through Quality of automobile teacher (Pavel, 2012).

However, due to the rapid growth of global economy, quality education has become an imperative aspect for innovative growth and development. Investment in education iss investment in human capital, and lack of the formal equals to lack of the latter (Albade, 2010).

### **Automobile Teacher and their Training and Qualification**

Automobile teacher play an important role in preparing the automobile students to be responsible citizen, capable of making astute decisions that would benefit their present and professional lives. In Nigeria, educational programs and certificates play an important role in shaping the future of the automobile technology professionals. By complete those programs, automobile teachers can enhance their expertise, stay up to date the latest trends and increase their knowledge and skills in the world of work.

However, in teaching automobile technology, update the teaching concept, focus on the student-centered, change the teaching orientation, and build a high-quality team of double-teacher practical training teachers. Cheng yan, Liaojiuahu & AoMaoyao (2012) stated that in teaching practice, automobile students' innovative consciousness should be brought into full play, and diversified teaching means should adopt to combine teaching with practical. In the setting of practical training

courses, automobile teacher should strive to achieve the knowledge learned in class, and the requirement of the industry should also be infiltrated. Zhou Zhongyou (2015) in the choice of teaching content, automobile teacher should pay attention to the training of students' skills, improve the practical ability of the students, so that automobile students once out of school, to work, can play their own advantages, to achieve the purpose of out furnace that is into steel "education". The guiding work of theoretical knowledge is reflected in the practice, so that the necessity of learning theoretical knowledge, and combine book knowledge with practice organically, and change the teaching mode of theory and practice thoroughly, constructing the enterprise working, environment teaching site, training and improving the professional automobile teacher's practical operation ability, so that automobile students and teachers can be deeply involved in the actual working environment of the enterprise, change the single teaching mode of the classroom. Zhou Zhongyou (2015) in the actual teaching, automobile teacher should be good at creating the real situation of the enterprise, training the development of automobile students' skills, integrating teaching and practice, taking the completion of automobile students' tasks in the work process as a means of evaluating their ability, so as to reflect the effectiveness of teachingand the connection with the requirements of the enterprise. One of the most effective ways for automobile teacher to advance in automobile technology is to pursue continuous education. This would involve taking courses or obtaining certificates in specialized areas such as hybrid technology, electro vehicle, or advanced diagnostic. By staying up to date with the latest industry trends and technology, automobile teacher can enhance his or her skills and qualify for more challenging positions. Building a strong professional network within the automobile industry by the automobile teacher, can open

door to new opportunities for career growth. Attending conference and seminar to connect with other professionals and learn from their experiences.

Networking can also help the automobile teachers to stay informed about job openings and advancement in the field of work. Advancing in automobile technology in Nigeria requires dedication, continuous learning, and a pro action approach to professional development. By taking advantage of the opportunities for growth within the field and staying committed to improve the skills, automobile teacher can achieve the career goals and reach new height in the field of automobile technology. (<https://discipline.ng/career.opportunities.tech.nology.nigeria>).

### **Need for Sustainable Quality Education Change**

Education is the key that will allow many other sustainable development goals (SDGs) to be achieved. With the quality of education people can break from cycle of poverty. Quality education therefore helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustained lives. Sustainable Quality Education is a circuit of fostering tolerance between and contributes to more peaceful societies, (<http://www.org/sustainabledevelopment>).

Quality education is the most powerful weapon one can use to change the world and for self-enlighten. Higher education plays an important role for the student and the society in which they live. It represents the growth of an individual which assuring him to lead a better life as there are more chance of getting a highly paid job; in turn the society is benefited as the ideal citizens are created who will keep the society peaceful. According to Bureau of Labour Statistic (BLS), the average earnings become high and level of unemployment falls with each education acquired (Pavel, 2012).Uburu Kenyatta, president of the

republic of Kenya (2015) said that providing quality education brings about a glittering future to individuals, society, and the world at large.

Quality that a graduate acquire from their respecting institutions on various skills are most likely to be employable. If not, the graduates may be able to use what they have learnt to start up their own business, creating employment for other individuals in the society, that also helping in diversifying the economy of that particular nation investing in its private sector. Quality education also helps provide graduates with basic of understanding about economic activities that occur worldwide. A nation that possesses such people would be safe to be termed as a literate nation, a wise nation would in turn be able to prevent and run anti economic activities such as corruption. Quality education provided to the society inspires creativity and innovation, moreover improves the nation's economy. British Council (2014) stated that graduate and internship students do interact with the society to share knowledge; help the nation in making the decisions and coming up with new ideas of doing things better, increases the productivity of the nation thereby improving it economy. Example can be alumni from technical college during electricity down failure can apply knowledge acquired from their programs to make solar street lights with the help of community members. The idea of coming up with solar street light is creativity, diversities and it amending ordinary ones to advance one. The transition of skills and knowledge from one individual with expertise to another of less expertise would result in the increase in experts. The graduate with expertise in certain fields would be in a better position to be leaders in their particular field of expertise, therefore Quality education produces ideal leader. The consistent development and quality of automobile teacher in automobile technology will improve the capability of automobile teacher for efficient use of the

curriculum, being the implementation of the quality educational programs. As such, there is need for sustainable quality education programs and an adequate supply of human and material resources for educational productivity and consolidation of the Nigeria educational system (Adebile & Foluke, 2019). The increase number of new sub-system in modern automobile, intended to improve upon their safety, economy, and comfort among other things have made them more sophisticated and complex to maintain (Odigiri & Okafor 2018). The need of sustainable quality education required that our technical colleges and vocational institutions should lay the ground work to meet both the demands of industry and the needs of the automobile students.

The need for sustainable quality education change requires train and retrain automobile teachers, especially automatic transmissions who are being promoted is self-evident, every job usually required training in new skills. For effective productivity of quality automobile teacher and consolidation of Nigeria educational system teachers in automobile technology must be effectively trained and retrained (Akinbote, 2018). Haruna, (2018) defined training and retraining as those activities which as designed to improve performance on the job, the employee is doing presently or being hires to do. Training also is visualized as the acquisition of knowledge, skills technique, attitudes and experience which enable an individual to make effective contribution to the combined effort of team in the service delivery. The Federal Republic of Nigeria (FRN 2013) acknowledges that no education system can be better than the teachers who operate it. So, to get quality education for sustainable change, teacher the person operating it must be well trained to be able to impart same to the student. Isa (2016) further stressed that a teacher who is occupationally qualified and competent in their subject areas can contribute

immensely to the success of educational programs in their areas of specialization. Therefore, technology education needs qualified and adequate teacher in other to be able to achieve the programs desired objective.

### **Automobile Teacher Education and Curriculum**

The education of automobile teachers in Nigeria has grown significantly over the years, this is as a result of increase in the demand for automobile teachers because of increased in student's enrolment in automobile education program and gust for acquisition of employable. In Nigeria 's third National Development Plan (1975-1980) the Federal Government maintained that the quality of teaching staff in all field is probably the most important determined of educational standard at all levels. Furthermore, the Federal Government of Nigeria (2013) stated that teacher education will continue to be emphases in all our educational planning because no educational system can rise above the quality of its teachers. Therefore, for automobile teacher education quality rise above the automobile education system a strong quality change in automobile teacher's curriculum is required. Such change would enhance automobile teacher education the chance of being a component of any educational changed with the education and training of teacher to acquire the competence and skills of teaching for the attainment of quality of the individual learner and the nation at large. Automobile education is an aspect of educational program differed at the higher institution of learning which prepare student for career in automobile enterprise. Folorunsho (2001) defined automobile teacher education as the pedagogical and automobile competency necessary for teaching automobile attitude, concept, knowledge, and skills, he also said that it could be seen as an aspect of educational training process which automobile teacher trainee receive with the primary motive of enable then to acquire adequate

attitude, concept, understanding, knowledge and skills in automobile activities for personal or vocational usage and a career as administrator, manager, and teachers wherever they may find themselves.

Curriculum can be viewed as the organized knowledge presented to learner in a school. It covered the entire element in the learning environment. This includes the subject matter to be learned, the student, the teacher and the physical environment. For all these segments of the educational process to contribute effectively to the achievement of educational goals. The curriculum is usually planned at various levels by different people. The product at each level is a curriculum document which represents choices made by the experts. Curriculum according to Ubulum (2001) is a set of intensive about opportunity for engorgement of person to be educate with other persons or things (all bearer of information, process, techniques and values) in certain arrangements, times, and space. Curriculum could also be referred to as all the sum total of the learning experience of the learners during their school period. The extent to which a curriculum assists automobile student and automobile teacher trainees to competently enter and succeed in the world of work spell out success. As matter of facts, every meaning full curriculum especially the automobile teacher education curriculum should not only systematically develop but should not be static or irrelevant.

However, such curriculum would definitely have an adverse effect on whosoever comes across it in terms of relevance, Mohammed, (2008) stated that automobile teacher education curriculum planning development like every otter's education planning and development, is a continuous process and should be in sequence order such as: i, the selection of the aims, goals, and objectives. ii the selection of the learning experience calculated to help in the attainment of these aims, goals, and

objectives. Iii, theselection of the content (subject matter) through which the types of experience may be offered. iv, theorganization and integrations of the learning experience and content with the respect to the teaching and learning process within the school and classroom. v. Evaluation of the effective of all aspect of phase: i, ii, iii, and iv above in attaining the goals determined in phase i. the phases are related, interdependent and combined together to form a cyclical process. Therefore, the observation underscores the need for teachers of automobile mechanic work to improve their skills competences in automobile mechanic work for optimum impartation to the learners, through articulated curriculum. The curriculum of automobile mechanic work is to provide graduate with knowledge and vocational skills necessary for economic development, to give training also to impact the necessary skills to craftsmen who shall be self-reliance economically, the curriculum was designed in modules to cater for both practical and theoretical at the technical college level (NABTEB) 2006).

Meanwhile, the training of the students can only be effective and meet today automobile mechanic work technology when teacher's technical skills are improved (Akpaka, 2016). Hence, this will enable the automobile mechanic work teacher in teaching automobile mechanic work.

### **Strategies to Enhance Quality automobile Teachers Education**

Adequate and means need to be derived if Nigeria automobile teacher education should be compared to the type obtained globally. The followings need to be considered necessary for quality automobile teacher education program in Nigeria.

Quality of Candidates for Automobile teacher education programme.

The Nigeria Certificate of Education (NCE) remains the minimum qualification for entry into teaching profession in Nigeria educational systems. (Federal Government of

Nigeria 2013) Imogie (1999) considered such entry requirement in teaching low to be regarded poor entrance to the teacher education program in our school today constitute to the problems of recruitment of competent and professional trained automobile teachers into Nigeria school system. The poor quality of teacher can be ascribed to be low entry behavior of pre-service teachers (Mabe, 2010).

### **Training Facilities for Automobile Teachers Education Program**

Facilities are buildings places of equipment or services that provided rfor particular purposes. Facility is a place for doing something or a place that facilitates an activity especially institutional building such as school. While Training facility is any premises, facility, structure or building structure, or building used to train individuals to become professional practitioners of message or movement 'education' Training facility is providing the education, tuition and training for the purpose of specialist registration and recognized or approved for such purpose by the registry authority of the country in which it is situated. The ever-changing role of the teacher, especially automobile mechanic teachers, demands professional teacher not only in name but also in training and status in the society. Goro (2017) stated that teacher must be provided with and have access to the necessary technological equipment, training and resources that will result in enriched student learning. The teacher in training therefore, need quite a good number of infrastructural and educational facilities like machine, tools equipment and books. Teachers need to be provided with good recreational facilities for their physical mental and social development. Lack of modern equipment and facilities is one of the major problems hindering the progress of automobile teacher education in Nigeria. Lack of access to modern equipment and facilities with proper tools resources,

students are unable to gain the practical skill and experience necessary to succeed in their field. The important of training facilities to the overall success of any educational enterprise have never been in doubt. It is on this note that Umar (2008) emphasized on the need for provision of adequate facilities. Idris (2012) maintained that training equipment and facilities needed for effective instruction of automobile education should be a replica of what is obtained in automobile workshop. The need for availability of functional training facilities and equipment such as modern workshop, machines facilities, computer diagnosing, scanners and tools can never be overemphasized. There is no doubt that wherever effective training equipment and facilities are utilized there is greaterstudents' interest in the learning system and it will also enhance retention of learned ideas.

### **Funding**

In Nigeria, there is a several lack of funding for project initiative, this preventing the technical school from meeting significant progress. Funding of technical colleges in Nigeria is nothing to write home about and this invariably is affecting the procurement of the required training equipment and facilities for automobile teachers' education According to Ma'aji (2010) poor funding causes acute shortage tools, machines, facilities, and sizeable workshop for automobile teacher education program. For automobile teachers' education program to become effective as it found in most developed countries, there should be adequate and appropriate funding both the government and stake holders. This would enhance the purchase and provision training equipment and facilities and adequate manpower development in automobile teachers' education.

### **Quality of Automobile Teachers**

Another critical issue falling automobile teachers' education in Nigeria is the shortage of qualified instructors, and without experienced knowledgeable teachers,

students are unable to receive the guidance and mentorship they need to excel in their studies. In addition, the important of quality of automobile teachers can never be overemphasized. The technical college was established for the training of the student could not cope with the number of teachers required for the program accordingly; teachers are poorly trained as many could not teach subject, they were trained in. Mean why the teaching of automobile mechanic work required specialized skills in content and pedagogical. This why the National Commission for Colleges of Education (NCCE) prescription for the training of technical teacher at the Nigeria Certificate of Education (NCE) level adequately to meet the requirements of teaching automobile mechanic work at the technical college level. Thus, NCE (TECH) graduate automobile mechanic works are round pegs in round holes, as far as teaching of automobile mechanic work is concern (FRN, 2004, Akpaka, 2016). However, it is disheartening to imagine that the present condition of automobile teachers in technical colleges is at lower ebbs of the trainer. NABTEB, (2008) stated that from all indication, there is lack of quality in technology teachers training, including automobile mechanic work.

The ability of the teacher to perform depends on the type of training available to

### **Recommendation**

The followings recommendations were draw out:

1. 1 Appropriate legislature for the implementation of the National policy on teacher education should made as a necessity in Nigeria
2. 2 Adequate funding of automobile teacher education should be a priority of the government and stake holders.
3. 3 Government should implement a policy on computer education that would provide training of automobile educators who will

them, the quality of facilities, materials and the environment under which they operate. Eniamelalor, (2003) also said that it has been observed that some skills are likely to become absolute as a result of lack of updating knowledge by that automobile teacher. Therefore, the need for workable staff development policy that would influence that training of automobile teachers which whose skills will turn out to unmarketable, such staff development will center on the area of new technology application. Automobile teacher also need to update themselves through a number of processes such are internet browsing, attending to seminar and conference, reading relevant books and journals and playing active roles in relevant professional associate.

### **Conclusion**

The quality in automobile teacher education calls for serious attention in reshaping automobile teacher education in Nigeria. This necessity the plan and organization of automobile teacher education in such a way that will help the teachers to acquire the necessary occupational and pedagogical competence. The training of teachers in Nigeria should be a top most priority by the government because the service of automobile teacher education can never be overemphasized.

well place in training the learners for new jobs that are occasion by automated equipment and devices.

4. For an effective enrichment of automobile teacher education, the curriculum planners are to develop a curriculum which would be relevant to the current and anticipated needs, problems end aspiration of the learner, so that the learn environment would be incapable of solving current and future problems of the learner and the society at large.



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