

EXTENT OF COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF CARPENTRY AND JOINERY TRADE CURRICULUM IN SOUTH EASTERN TECHNICAL COLLEGES

DR. ADLYN . N. ANYANWU

E-mail: an.anyanwu.unizik.edu.ng

&

BASIL EMEKA ANIEGBUNEM

E-mail: aniemekabasil198@gmail.com

Department of Educational Foundations, Faculty of Education
Nnamdi Azikiwe University Awka, Anambra State, Nigeria

Abstract

This study examined the extent of community participation in the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges. The study was guided by five research questions and five null hypotheses tested at 0.05 level of significance. A descriptive survey research design was adopted. The population comprised 105 respondents, made up of 19 principals and 86 carpentry and joinery trade teachers in public technical colleges in Anambra and Enugu States, and the entire population was studied without sampling due to its manageable size. Data were collected using a structured questionnaire titled "Community Participation in the Implementation of Carpentry and Joinery Curriculum Questionnaire (CPICJC)," which was validated by three experts from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was established using Cronbach's Alpha method, which yielded reliability coefficients ranging from 0.73 to 0.86 across the five clusters of the instrument. Mean and standard deviation were used to answer the research questions, while t-test was used to test the corresponding hypotheses at 0.05 level of significance. Findings revealed that communities participated to a moderate extent in funding, procuring instructional materials, and providing security measures, to a moderate extent but building infrastructural facilities and employing instructional personnel for the implementation of carpentry and joinery trade curriculum to a low extent. The results also indicated that principals and teachers did not differ significantly in their mean ratings across all five areas of community participation examined. The study concluded that communities participate in the implementation of carpentry and joinery trade curriculum to a moderate extent, with notable gaps in infrastructural development and personnel employment. It was recommended amongst others that State Government and Technical College administrators should establish structured community engagement frameworks that clearly define specific roles and responsibilities for communities in infrastructural development and employment of instructional personnel.

Keywords: Carpentry and Joinery, Technical College, Community Participation, Curriculum Implementation

Introduction

One of the post-primary institutions responsible for inculcating job-readiness potentials for citizens to fit into the industrialization agenda of Nigeria is technical colleges. Technical Colleges are breeding grounds for the development of vocational and technical. Technical colleges are integral parts of Nigeria education system because they exposed students to different trade subjects to become self-reliant and useful members of the society . All the trade subjects are offered in both theory and practical. More instructional time are allotted to workshop practices per week than classroom theoretical lessons to ensure that students acquire the practical skills expected of them in the world of work. In collaboration, Aminu, Okwori, Hassan and Jatau (2018) deduced that building and woodwork trades offered at technical colleges consist of blocklaying, bricklaying and concreting, furniture design and construction, machine woodworking, painting and decorating as well as carpentry and joinery are offered at technical colleges. In the context of this study, carpentry and joinery is a skill-oriented trade designed to equip students with the requisite on-site competencies to carry out carpentry and joinery production. In the opinion of Asogwa and Okanya (2019), carpentry and joinery trade covers woodwork construction which involves the use of planed timber to produce finished products such as doors, windows, frames of doors and windows, furniture, wooden floors and stairs. Dauda, Maiunguwa and Madi (2024) asserted that students are expected to be drilled in all these modules before being certified as holders of the National Technical Certificate (NTC), which qualifies them to become employers of labour or secure employment in industries. According to Federal Republic of Nigeria (2013), National Board for Technical Education (2014) the objectives of technical colleges in Nigeria include to:

1. Provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels.
2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; Give training and impart the necessary skills to individual who shall be self-reliant economically.

3. Provides technical knowledge and vocational skills necessary for agriculture, industrial, commerce and economic development. Equip students to gain adequate skill to earn a living after graduation.
4. To provide technological education to all its students.
5. To provide career awareness to students by exposing useable options into the world of work
6. To equip students with intelligent understanding of the increasing complexity of technology.

To ensure that the aforementioned objectives are achieved, the Federal Government establishes the National Board for Technical Education (NBTE) to accredit the programme of technical and vocational education and training. The modules of carpentry and joinery trade are instructionally enshrined in Nigerian technical colleges Curriculum. A curriculum is the entire instructional goals and objectives of an educational programme as well as how these goals and objectives can be achieved. According to Efammjor (2021), Curriculum is the systematic organization of formal and informal experiences embedded in an educational programme geared towards developing the cognitive, physical, psychomotor and socio-emotional potentials of students. . Curriculum implementation is the execution of the carefully mapped out learning experiences and instructional activities contained in a curriculum by teachers in the classroom, laboratory or workshop. According to Salami and Ojedirin (2017). Obialor (2022) viewed curriculum implementation as the process of putting all that have been planned in the curriculum document into practice through the combined effort of the teachers, learners, school administrators, parents as well as interaction with physical facilities, instructional materials, psychological and social environment. In this study, curriculum implementation is the process by which teachers successfully ascertain the contents, plan classroom instructions, device instructional materials and select recommended teaching methodologies with which to translate the goals and

objectives of carpentry and joinery trade to the understanding of students in technical colleges.

Curriculum implementation engages two groups of participants, which are, participants inside the school and participants outside the school. Participants inside the school includes the principals, teachers, and students while participants outside the school are the government, communities, parents, non governmental organizations and religious organisations. One of the critical participants of curriculum implementation outside the school is the community because schools are situated within communities and students are drawn from such communities. Community participation, according to Suleiman (2017), is the active involvement of parents, families and local communities in planning, designing, coordinating, executing, supervising, monitoring and evaluation of school programmes and projects for better service delivery. Community participation, in this study, is the extent of community involvement in creating an environment conducive for effective implementation of carpentry and joinery trade curriculum in technical colleges. Allowing communities to participate in the implementation of carpentry and joinery curriculum will facilitates the acquisition of knowledge and skills that authentically reflect local values, traditions and current realities of the building and woodwork industry. When students are aware that their communities are actively involved in shaping their educational journey, they are more inclined to develop a sense of belonging to thrive in an increasingly globalized world (Kumar and Rewari, 2022). The study focused on the extent to which community participates in funding, procuring instructional materials, building infrastructural facilities, employing instructional personnel and providing security measures for carpentry and joinery curriculum implementation in technical colleges in Anambra and Enugu States.

Principals was used for the study because they direct the implementation drive of the curriculum and teachers was considered as well because they are the actual implementers of the curriculum in the classroom. From empirical literature gathered, there is a knowledge gap to the extent to which communities in Anambra and Enugu

States participate in the curriculum implementation of carpentry and joinery trade in technical colleges to enhance students' success in the building and woodwork industry after graduation. It is against this backdrop that this study sought to determine the extent of community participation in the implementation of Carpentry and joinery trade curriculum in South eastern technical colleges.

The purpose of this study was to determine the extent of community participation in the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges. Specifically, the study sought to determine the extent to which:

1. Communities participate in funding the implementation of carpentry and joinery trade curriculum in south eastern technical colleges.
2. Communities participate in procuring instructional materials for the implementation of carpentry and joinery trade curriculum in south eastern technical colleges.

Research Questions

1. To what extent does communities participate in funding implementation of Carpentry and Joinery trade curriculum in South Eastern technical colleges?
2. To what extent does communities participate in procuring instructional materials for implementation of carpentry and joinery trade curriculum in south eastern technical colleges?

Null Hypotheses

H₀₁: There is no significant difference between the mean ratings of principals and teachers of the extent of communities participation between funding the implementation of carpentry and joinery trade curriculum in south eastern technical colleges.

H₀₂: There is no significant difference between the mean ratings of principals and teachers on the extent of communities participation in procuring instructional materials for the implementation of carpentry and joinery trade curriculum in south eastern technical colleges.

Methods

This study adopted descriptive survey design. According to Nworgu (2015), descriptive survey design is a research design which aim at collecting data and describing in a systematic manner the characteristics, features or facts of a given population. The study was conducted in Anambra and Enugu States. The population of this study consisted of 105 respondents, 19 principals and 86 carpentry and joinery trade teachers in the public technical colleges in Anambra and Enugu States. The entire population was studied without sampling because the population was of manageable size. It was a census survey. The instrument for data collection was structured questionnaire titled “Community Participation in the Implementation of Carpentry and Joinery Trade Curriculum Questionnaire (CPICJTC)” developed by the researcher based on the review of related literature. The questionnaire was structured on a five-point rating scale of Very High Extent (VHE=5), High Extent (HE=4), Moderate Extent (ME=3), Low Extent (LE=2) and Very Low Extent (VLE=1).

The instruments was subjected to face and content validation by three experts - one from Measurement and Evaluation unit and two from Educational Psychology unit in the Department of Educational Foundations all from the Faculty of Education, Nnamdi Azikiwe University, Awka. Their observations and corrections were incorporated into the final copy of the instrument before administration. In order to establish the reliability of the instrument, a trial test of the instrument was conducted using 5 principals and 10 carpentry and joinery trade teachers in Abia and Imo States which were not part of the area under study. Their responses were analyzed using Cronbach Alpha method to determine the internal consistency of the instrument. The analysis yielded reliability coefficient values of 0.86 for cluster B1; 0.73 for cluster B2; 0.80 for cluster B3, 0.77 for cluster B4 and 0.81 for cluster B5 of the questionnaire respectively.

The reliability coefficient values obtained for the instrument was a strong indicator that the instrument was reliable as suggested by Nworgu (2015) that a <https://journals.unizik.edu.ng/jtese>

reliability co-efficient of 0.70 and above is an acceptable reliability value (see Appendix D page 111) Copies of the questionnaire were administered to the respondents in their offices personally by the researcher with the help of seven research assistants. These assistants were properly briefed by the researcher on the administration and collection of the questionnaire. Descriptive statistics of mean and standard deviation were used to analyse data collected in relations to the research questions. Mean and standard deviation were used to answer the research questions, standard deviation was used to determine the homogeneity of the respondents' views. Decision on the questionnaire items is based on the real number relative to the real limits of numbers as:

Response	Rating Scale	Real Limit of Numbers
Very High Extent (VHE)	5	4.50 – 5.00
High Extent (HE)	4	3.50 – 4.49
Moderate Extent (ME)	3	2.50 – 3.49
Low Extent (LE)	2	1.50 – 2.49
Very Low Extent (VLE)	1	1.00 – 1.49

The t-test was used to test the null hypotheses at 0.05 level of significance. The justification for t-test was to test variables that are two. A null hypothesis is rejected where p-value is less than the 0.05 level of significance; it means that there is significant difference. Conversely, where the p-value is greater than or equal to the level of significance (0.05), it means that there is no significant difference and the hypothesis was accepted. Data collected was analysed using SPSS version 27.0

Results

Research Question 1: To what extent does communities participate in funding implementation of Carpentry and Joinery trade curriculum in South Eastern technical colleges?

Table 1: Mean Responses on the Extent Communities Participate in Funding Implementation Of Carpentry and Joinery Trade Curriculum in South Eastern Technical Colleges (N= 105)

Community Participation in the Implementation of S/N Carpentry and Joinery Trade Curriculum		Mean	SD	Remark
1	Sponsoring academic competitions in carpentry and joinery trade subjects	3.43	.618	Moderate Extent
2	Offering scholarships to brilliant students of carpentry and joinery trade	3.30	.681	Moderate Extent
3	Granting monetary aids to outstanding students of carpentry and joinery trade	2.84	.709	Moderate Extent
4	Sponsoring academic activities in carpentry and joinery curriculum	3.23	.683	Moderate Extent
5	Funding the renovation of dilapidated classroom of carpentry and joinery	2.13	.666	Low Extent
6	Funding the maintenance of functional carpentry and joinery workshops in technical colleges	2.50	.695	Moderate Extent
7	Paying school fees of carpentry and joinery students in technical colleges	2.18	.662	Low Extent
8	Issuing of awards for students' with outstanding performance in carpentry and joinery trade	3.50	.748	High Extent
9	Sourcing for loans from banks for carpentry and joinery programme in technical colleges	1.90	.643	Low Extent
10	Encouraging philanthropists to financially donate to carpentry and joinery trade programme in technical colleges	2.26	.665	Low Extent
Grand Mean		2.73		Moderate Extent

Data in Table 1 show the extent communities participate in funding implementation of Carpentry and Joinery trade curriculum in South Eastern technical colleges. Only issuing of awards for students' with outstanding performance in carpentry and joinery was rated high extent. Five items; sponsoring academic competitions, offering scholarships to brilliant students, granting monetary aids to outstanding students, sponsoring academic activities, and funding maintenance of functional workshops were rated moderate extent, while four items; funding renovation of dilapidated classrooms, paying school fees, sourcing bank loans, and encouraging philanthropic donations were rated low extent. The grand mean of 2.73 shows that communities participate in funding the implementation of Carpentry and

Joinery trade curriculum to a moderate extent, with homogeneous ratings among respondents.

Research Question 2: To what extent does communities participate in procuring instructional materials for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges?

Table 2: Mean Responses on the extent communities participate in procuring instructional materials for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges

S/N	Communities Participate in Procuring Instructional Materials in Carpentry and Joinery Trade Curriculum Implementation in Technical Colleges	Mean	SD	Remark
1	Procuring text books for carpentry and joinery trade curriculum	3.35	.604	Moderate Extent
2	Procuring different types of hammer for carpentry and joinery trade curriculum	2.91	.845	Moderate Extent
3	Procuring different types of saw for carpentry and joinery trade curriculum	2.85	.718	Moderate Extent
4	Procuring different types of plane for carpentry and joinery trade curriculum	2.79	.716	Moderate Extent
5	Procuring different types of chisel for carpentry and joinery trade curriculum	2.70	.735	Moderate Extent
6	Procuring different types of frame for carpentry and joinery curriculum	2.64	.637	Moderate Extent
7	Procuring different types of file for carpentry and joinery trade curriculum	2.56	.664	Moderate Extent
8	Procuring different types of blade for carpentry and joinery trade curriculum	2.40	.715	Low Extent
9	Procuring different types of nails for carpentry and joinery trade curriculum	3.29	.703	Moderate Extent
10	Procuring different types of paint for carpentry and joinery trade curriculum	3.09	.722	Moderate Extent
11	Procuring different types of wood for carpentry and joinery trade curriculum	3.13	.694	Moderate Extent
12	Procuring different types of fittings for carpentry and joinery trade curriculum	2.48	.681	Low Extent
	Grand Mean	2.85		Moderate Extent

Data in Table 2 show the extent communities participate in procuring instructional materials for implementation of carpentry and joinery trade curriculum in south Eastern technical colleges. Nine items; procuring text books, different types of hammer, saw, plane, chisel, frame, file, nails, paint, and wood were rated moderate extent, while two items; procuring different types of blade and fittings were rated low extent. No item was rated high extent. The grand mean of 2.85 shows that communities participate in procuring instructional materials for the implementation of carpentry and joinery trade curriculum to a moderate extent, with homogeneous ratings among respondents.

Research Question 3: To what extent does communities participate in building infrastructural facilities for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges?

Table 3: Mean Responses on the extent communities participate in building infrastructural facilities for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges (n = 105)

S/N	Communities participate in building infrastructural facilities in carpentry and joinery curriculum implementation in technical colleges	Mean	SD	Remark
1	Building workshops for carpentry and joinery trade curriculum	2.07	.683	Moderate Extent
2	Building ICT rooms for carpentry and joinery trade curriculum	1.97	.686	Moderate Extent
3	Building library for carpentry and joinery trade curriculum	2.10	.678	Low Extent
4	Building classroom blocks for carpentry and joinery trade curriculum	2.06	.691	Low Extent
5	Building toilets for carpentry and joinery trade students	2.35	.665	Moderate Extent
6	Building medical centre for carpentry and joinery trade students	1.88	.631	Moderate Extent
7	Building recreational centre for carpentry and joinery trade students	1.95	.656	Low extent
8	Installing garbage bins for carpentry and joinery trade students	2.98	.635	Moderate Extent
9	Building roads linking to the technical colleges	2.20	.713	Low Extent

	Installing generators in carpentry and joinery trade workshops	2.10	.706	Moderate Extent
10	Building staff quarters for carpentry and joinery trade teachers	1.92	.756	Moderate Extent
11				
Grand Mean		2.14	Low Extent	

Table 3 shows the extent communities participate in building infrastructural facilities for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges. Seven items; building workshops, building ICT rooms, building toilets, building medical centre, installing garbage bins, installing generators, and building staff quarters were rated moderate extent, while four items; building library, building classroom blocks, building recreational centre, and building roads linking to the technical colleges were rated low extent. No item was rated high extent. The grand mean of 2.14 shows that communities participate in building infrastructural facilities for the implementation of carpentry and joinery trade curriculum to a low extent, with homogeneous ratings among respondents.

Research Question 4: To what extent does communities participate in employing instructional personnel for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges?

Table 4: Mean Responses on the Extent Communities Participate In Employing Instructional Personnel for Implementation of Carpentry and Joinery Trade Curriculum in South Eastern Technical Colleges (n = 105)

S/N	Communities participate in employing instructional personnel in carpentry and joinery trade curriculum implementation in technical colleges	Mean	SD	Remark
1	Interviewing qualified carpentry and joinery trade teachers	2.15	.49	Low Extent
2	Interviewing non-teaching staff	2.71	1.07	Moderate Extent
3	Recommending carpentry and joinery trade teachers for promotions	2.67	1.06	Moderate Extent
4	Recommending non-teaching staff for rewards	2.78	1.03	Moderate Extent

5	Disciplining carpentry and joinery trade teachers for their poor instructional performances	3.05	.97	Moderate Extent
6	Disciplining non-teaching staff for their poor instructional performances	2.01	.45	Low Extent
7	Sponsoring relevant training programmes for carpentry and joinery trade teachers	2.34	.34	Low Extent
8	Sponsoring relevant training programmes for non-teaching staff	2.12	.52	Low Extent
9	Identifying training needs for carpentry and joinery trade teachers	2.50	.98	Moderate Extent
10	Identifying training needs for non-teaching staff	2.41	.54	Low Extent

Grand Mean	2.47	Low Extent
-------------------	-------------	-------------------

Data in Table 4 shows the extent communities participate in employing instructional personnel for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges. Five items; interviewing non-teaching staff, recommending carpentry and joinery teachers for promotions, recommending non-teaching staff for rewards, disciplining carpentry and joinery teachers for their poor instructional performances, and identifying training needs for carpentry and joinery teachers were rated moderate extent, while five items; interviewing qualified carpentry and joinery teachers, disciplining non-teaching staff for their poor instructional performances, sponsoring relevant training programmes for carpentry and joinery teachers, sponsoring relevant training programmes for non-teaching staff, and identifying training needs for non-teaching staff were rated low extent. No item was rated high extent. The grand mean of 2.47 shows that communities participate in employing instructional personnel for the implementation of carpentry and joinery trade curriculum to a low extent, with homogeneous ratings among respondents.

Research Question 5: To what extent does communities participate in providing security measures for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges?

Table 5: Mean Responses on the Extent Communities Participate in Providing Security Measures for Implementation of Carpentry and Joinery Trade Curriculum in South Eastern Technical Colleges (n = 105)

S/N	Communities participate in providing security measures in carpentry and joinery curriculum implementation in technical colleges	Mean	SD	Remark
1	Providing surveillance-communication gadgets	2.17	.686	Lo Extent
2	Providing fencing of technical colleges	2.48	.708	Low Extent
3	Engaging in stock-taking of facilities in technical colleges	3.62	.656	High Extent
4	Organizing local vigilante groups to provide security in technical colleges	2.78	.693	Moderate Extent
5	Installing close circuit cameras at strategic points in the premises of technical colleges	2.05	.699	Low Extent
6	Contracting private security company to provide security in technical colleges	2.12	.675	Low Extent
7	Installing fire detection system in the technical colleges	1.95	.685	Low Extent
8	Providing appropriate security lighting system in the premises of technical colleges	3.13	.708	Moderate Extent
9	Collaborating with the police to ensure security in the technical colleges	3.22	.665	Moderate Extent
10	Equipping the school security personnel with adequate tools for conducting security check in technical colleges	2.84	.748	Moderate Extent
Grand Mean		2.64		Moderate Extent

Data in Table 5 shows the extent communities participate in providing security measures for implementation of carpentry and joinery trade curriculum in South Eastern technical colleges. Only item 3 (engaging in stock-taking of facilities and materials in technical colleges), with a mean of 3.62, was rated high extent. Four items; organizing local vigilante groups to provide security, providing appropriate security lighting system, collaborating with the police to ensure security, and equipping the school security personnel with adequate tools for conducting security checks were rated moderate extent, while five items; providing surveillance-communication gadgets, providing fencing of technical colleges, installing close circuit cameras at strategic points, contracting private security company to provide security, and installing fire detection system were rated low extent. The grand mean of 2.64 shows that communities participate in providing security measures for the

implementation of carpentry and joinery trade curriculum to a moderate extent, with homogeneous ratings among respondents.

Hypothesis Testing

Hypothesis One: There is no significant difference in the mean ratings of principals and teachers on the extent communities participate in funding the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges

Table 6: t-test Summary on Mean ratings of principals and teachers on the extent communities participate in funding the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges

Sources of Variation	N	Mean	SD	df	t	p	Decision
Principals	19	27.11	3.971	103	-.231	.818	Accepted
Teachers	86	27.31	3.479				

The t-test results in Table 6 shows that the mean rating of principals ($M = 27.11$, $SD = 3.971$) and that of teachers ($M = 27.31$, $SD = 3.479$) on the extent communities participate in funding the implementation of the carpentry and joinery trade curriculum did not differ significantly, $t(103) = -0.231$, $p = .818$. Since the p-value is greater than 0.05, the null hypothesis is accepted. This implies that principals and teachers hold similar views on the extent of community participation in funding the curriculum.

Hypothesis Two: There is no significant difference in the mean ratings of principals and teachers on the extent communities participate in procuring instructional materials for the implementation of carpentry and joinery curriculum in South Eastern technical colleges.

Table 7: t-test Summary on Mean ratings of principals and teachers on the extent communities participate in procuring instructional materials for the implementation of carpentry and joinery curriculum in South Eastern technical colleges

Sources of Variation	N	Mean	SD	df	t	p	Decision
Principals	19	33.74	3.572	103	-.494	.623	Accepted
Teachers	86	34.28	4.479				

The t-test results in Table 7 shows that the mean rating of principals ($M = 33.74$, $SD = 3.572$) and that of teachers ($M = 34.28$, $SD = 4.479$) on the extent communities participate in procuring instructional materials for the implementation of the carpentry and joinery curriculum did not differ significantly, $t(103) = -0.494$, $p = .623$. Since the p-value is greater than 0.05, the null hypothesis is accepted. This implies that principals and teachers hold similar views on the extent of community participation in procuring instructional materials.

Hypothesis Three: There is no significant difference in the mean ratings of principals and teachers on the extent communities participate in building infrastructural facilities for the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges

Table 8: t-test Summary on Mean Ratings of Principals and Teachers on the Extent Communities Participate in Building Infrastructural Facilities for the Implementation of Carpentry and Joinery Trade Curriculum in South Eastern Technical Colleges

Sources of Variation	N	Mean	SD	df	t	p	Decision
Principals	19	23.68	3.318	103	.113	.910	Accepted
Teachers	86	23.57	4.137				

The t-test results in Table 8 shows that the mean rating of principals ($M = 23.68$, $SD = 3.318$) and that of teachers ($M = 23.57$, $SD = 4.137$) on the extent communities participate in building infrastructural facilities for the implementation of the carpentry and joinery trade curriculum did not differ significantly, $t(103) = 0.113$, $p = .910$. Since the p-value is greater than 0.05, the null hypothesis is accepted. This implies that principals and teachers hold similar views on the extent of community participation in building infrastructural facilities.

Hypothesis Four: There is no significant difference in the mean ratings of principals and teachers on the extent communities participate in employing instructional personnel for the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges.

Table 9: t-test Summary on Mean Ratings of Principals and Teachers on the Extent Communities Participate in Employing Instructional Personnel for the Implementation of Carpentry And Joinery Trade Curriculum in South Eastern Technical Colleges.

Sources of Variation	N	Mean	SD	df	t	p	Decision
Principals	19	26.68	3.667	103	-.173	.863	Accepted
Teachers	86	26.84	3.453				

The t-test results in Table 9 shows that the mean rating of principals ($M = 26.68$, $SD = 3.667$) and that of teachers ($M = 26.84$, $SD = 3.453$) on the extent communities participate in employing instructional personnel for the implementation of the carpentry and joinery trade curriculum did not differ significantly, $t(103) = -0.173$, $p = .863$. Since the p-value is greater than 0.05, the null hypothesis is accepted. This implies that principals and teachers hold similar views on the extent of community participation in employing instructional personnel.

Hypothesis Five: There is no significant difference in the mean ratings of principals and teachers on the extent communities participate in providing security measures for the implementation of carpentry and joinery trade curriculum in South Eastern technical colleges.

Table 10: t-test Summary on Mean Ratings of Principals and Teachers on the Extent Communities Participate in Providing Security Measures for the Implementation of Carpentry and Joinery Trade Curriculum in South Eastern Technical Colleges.

Sources of Variation	N	Mean	SD	df	t	p	Decision
Principals	19	27.05	4.441	103	.826	.410	Accepted
Teachers	86	26.21	3.932				

The t-test results in Table 10 shows that the mean rating of principals ($M = 27.05$, $SD = 4.441$) and that of teachers ($M = 26.21$, $SD = 3.932$) on the extent communities participate in providing security measures for the implementation of the carpentry and joinery trade curriculum did not differ significantly, $t(103) = 0.826$, $p = .410$. Since the p-value is greater than 0.05, the null hypothesis is accepted.

Discussion of Findings

The finding of this study showed that communities participate to a moderate extent in funding the implementation of carpentry and joinery trade curriculum in South Eastern states technical colleges. This indicates that communities are moderately involved in activities such as sponsoring academic competitions, offering scholarships to brilliant students, granting monetary aids to outstanding students, sponsoring academic activities, and funding the maintenance of functional workshops. A likely explanation is that communities recognize the value of supporting students' academic excellence and workshop functionality, even though their overall financial commitment has not reached a consistently high level.

The finding is consistent with the findings of Enyi (2021), that communities participate in the provision of funding for secondary schools to a great extent, and Igboke and Ogbonnaya (2022), who found that financial contribution was one of the major areas in which communities participate in curriculum implementation to a large extent. The finding of this study showed that communities participate to a moderate extent in procuring instructional materials for the implementation of carpentry and joinery trade curriculum. This indicates that communities are moderately involved in procuring items such as textbooks, hammers, saws, planes, chisels, nails, paints, and wood, although their participation in procuring blades and fittings remains low. A likely explanation is that communities are more inclined to support the procurement of commonly recognized and relatively affordable materials than specialized tools requiring more technical knowledge or higher costs. This finding is consistent with that of Hauwau (2021), that active community participation in the provision of instructional materials in public senior secondary schools. The finding, however, contrasts with that of Musbahu (2019), who found that community members did not adequately participate in the provision and maintenance of instructional and workshop facilities, and Izuehie and Ofojebe (2019), who reported low community participation in the provision of teaching resources. The agreement with Hauwau's study may be attributed to similar levels of community sensitization on the importance of <https://journals.unizik.edu.ng/jtese>

instructional materials, while the disagreement with Musbahu's and Izuehie and Ofojebe's studies may be due to differences in the specific materials assessed and variations in community economic capacity across the locations studied.

Conclusion

Based on the findings of this study, it was concluded that communities in South Eastern states technical colleges generally participate to a moderate extent in the implementation of carpentry and joinery trade curriculum, particularly in funding, procuring instructional materials, and providing security measures. Furthermore, principals and teachers did not differ significantly in their perceptions across all areas of community participation examined, indicating a shared and consistent understanding of the level of community involvement regardless of stakeholders' differing roles in the school system. In general, the study implies that community participation holds considerable potential for strengthening the implementation of carpentry and joinery trade curriculum in South Eastern states technical colleges, but the observed gaps in infrastructural development and personnel employment must be addressed to ensure the curriculum achieves its full practical and vocational objectives.

Recommendations

1. State government and technical college administrators should establish structured community engagement frameworks that clearly define specific roles and responsibilities for communities in infrastructural development and employment of instructional personnel, since these areas recorded low extent of participation compared to funding and material procurement.
2. Technical college administrators should organize regular sensitization programmes and town hall meetings with local communities, town unions, and philanthropic organizations to create awareness of the direct impact of community participation on the quality of carpentry and joinery trade curriculum implementation, thereby encouraging more active involvement beyond occasional financial contributions.

3. State government should increase budgetary allocation for infrastructural development in technical colleges to complement community efforts, given that community participation in building workshops, classrooms, and other facilities was rated low, which could otherwise hinder effective practical skill acquisition among carpentry and joinery students.

References

- Abayo, I.N., Hassan, S and Saulawa, B.U. (2024). Maintenance skills improvement needs of carpentry and joinery trade teachers and workshop attendants in technical colleges in North-West, Nigeria. *Al-Hikmah Journal of Business Education*, 4(1), 168 – 179
- Adamu, G.S. (2019). Skill acquisition in carpentry maintenance and joinery. *The Beam: Journal of Arts & Science*, 12(2), 1 - 5
- Ahmadi, A.A and Lukman A.A. (2015). Issues and prospects of effective implementation of new secondary school curriculum in Nigeria. *Journal of Education and Practice*, 6(34), 29 – 39
- Aigboduwa, S.A., Enesi, F and Aireruor, N.E. (2024). Effect of cooperative learning technique on students' performance in carpentry and joinery works in technical colleges in Edo State. doi: <https://doi.org/10.51584/IJRIAS.2024.910015>
- Efanimjor, I. (2021). *Assessment of the adequacy of curriculum content of business education for skills acquisition in colleges of education in Edo and Delta States*. Unpublished masters' thesis, Department of Technology and Vocational, Faculty of Education, University of Nigeria, Nsukka
- Ejeh, E.I., Okenjem, G.P., Chizi-Woko, C.N and Agbo, P.N. (2016). Extent of community participation in funding of secondary schools in Abakaliki Education Zone of Ebonyi State, Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 5(3), 32-40.
- Enyi, C. (2021). Extent of community participation in the management of public secondary schools in South-East of Nigeria. *International Journal of Psychosocial Rehabilitation*, 25(2), 172 – 182
<https://journals.unizik.edu.ng/jtese>

- Nnadi, K.J and Saue, B.P. (2023). Effect of mobile learning application on academic performance of students' in carpentry and joinery craft in technical colleges in Anambra State, Nigeria. *International Journal of Academic Multidisciplinary Research*, 7(4), 126-132
- Nura, I.M and Shitu, S.B. (2023). Community structures and their areas of involvement in managing public senior secondary schools for productive teaching-learning in Kano State, Nigeria. *International Journal of Education and Evaluation*, 9(8), 17 – 29
- Obialor, C.O. (2022). *Evaluation of implementation of minimum standard for Nigeria certificate in education biology curriculum in colleges of education in Nigeria*. Unpublished Doctorial Dissertation, Department of Science Education, Nnamdi Azikiwe University, Awka
- Ogunbiyi, O.D. (2017). *Influence of community participation on the administration of public secondary schools in Benue State*. Unpublished doctoral dissertation, Department of Educational Foundations and General Studies, Federal University of Agriculture, Makurdi.
- Salami, M.O and Ojediran, I.A. (2017). Investigative analysis of curriculum implementation in Obafemi Awolowo University, Ile-Ife. *Advances in Social Sciences Research Journal*, 4(18) 138-147.
- Shehu, L. (2020). Mathematics curriculum implementation in Nigerian junior secondary schools. *African Scholars Journal of Contemporary Education Research*, 18(8), 225 – 234
- Suleiman, K.M. (2017). Community participation in the provision and management of instructional facilities in secondary schools in Nigeria. Proceedings of the 1st NAEAP (Kano Chapter) Conference. Pp 38-43
- Tazan, M.Y and Dahiru, A.S. (2023). Perceived level of community participation in the provision of school facilities in Nigeria. *Asian Journal on Perspectives in Education*, 4(1), 1-30.
- Yahaya, A.D and Muhammad, A.H. (2022). Availability and utilization of resources for skill acquisition in carpentry and joinery trade in technical colleges in North-East, Nigeria. *International Journal of Innovative Social & Science Education Research*, 10(4), 76-86