



# Exploring the Factors Militating Against the Implementation of Catering Craft Practice Curriculum in Technical Colleges in Selected States in South-West, Nigeria

**Toyin Aishat Rasaq**

Institute of Education, University of Ibadan, Nigeria  
[toyinrasaq365@gmail.com](mailto:toyinrasaq365@gmail.com)

**Monica Ngozi Odinko**

Institute of Education, University of Ibadan, Nigeria  
<https://orcid.org/0000-0001-8128-2238>  
[moniquengozi@yahoo.com](mailto:moniquengozi@yahoo.com)

---

## Abstract

The study examined the challenges facing the implementation of catering craft practice curriculum in Technical Colleges in selected states in South-west, Nigeria. Four research questions guided the study. The study adopted non-experimental design of survey research type. The target population comprised teachers, students and graduates of Technical Colleges in South-West Nigeria. Multi-stage sampling procedure was used to select the participants. Simple random sampling was used to select three states while proportionate to size (50%) was used to select the technical colleges that participated. Total enumeration was used to select all year 3 students offering the course and their teachers were also part of the study. The Catering Craft Practice Teacher Questionnaire (CCPTQ) ( $r=0.76$ ) and Students' Attitude towards Catering Craft Practice Scale (SATCCPS) ( $r=0.80$ ) were used for data collection. Result revealed that there were 1(7%) of the catering craft teachers each in both Oyo and Ondo States who had NCE/OND while Ogun State had none. Also, Ogun State had more of those with Degree/HND 6(43%) than in Oyo 3(22%) and Ondo 2(14%). However, only catering craft practice teacher in Oyo State had Master's degree 1(7%). Teachers and students displayed positive attitudes towards the subject. The challenges include: inadequate skilled personnel and instructional materials, poor funding, among others. Solutions proffered are provision of instructional materials, funds, alternative power supply (solar), among others. It was recommended that government should improve the quality of vocational education in culinary arts, leading to better student outcomes.

**Keywords:** Catering Craft Practice, Technical College, Vocational Education, Curriculum Implementation, Nigeria.

Reference to this paper should be made as follows:

Rasaq, T. A., & Odinko, M. N. (2024). Exploring the factors militating against the implementation of catering craft practice curriculum in technical colleges in selected states in South-West, Nigeria. *International Journal of Scientific Research in Education*, 17(4), 433-449.

---

Copyright © 2024 IJSRE

## INTRODUCTION

Technical and Vocational Education and Training (TVET) provides skills capable of strengthening people's capacity to enjoy a full range of human rights and values, alleviate poverty, reduce unemployment rate and equip younger generation technologically. Thus, the younger generation can be equipped to be self-reliant through the provisions of education curriculum. The provision of curriculum of the TVET is an appropriate means of training students to acquire necessary technical skills. The goals of TVET are to provide trained manpower in the applied sciences, technology and business, particularly in craft, advanced craft and technical levels; technical knowledge and vocational skills necessary for agricultural, commercial and economic development; training and impart the necessary skills to individuals for economic self-reliance within the four walls of technical colleges and support the development of the Nations' economy (Ahmadi & Lukman, 2015; Akpotohwo, 2016; FRN, 2014). Taking into account the aims and objectives of education, the curriculum is determined and the academic achievements of students are measured.

Catering is one of the most important marketing channels of sustainable food-systems (Amos & Oluwatoyin, 2013). The scholars went further to regard catering services as a welfare industry. Catering services goes beyond mere cooking and serving of food; it is the provision of all kinds of food in adequate proportion to all kinds of people irrespective of age, race or gender. In the recent time, catering industry has evolved and become a highly sought-after service with high client demands and expectations. Clients taste has thus become more sophisticated, and the demands for modern, delicious, innovative menus and catering services are on the increase. Catering craft practice is one of the trade subjects in technical colleges in Nigeria. The subject, as offered in the technical colleges, comprises hospitality, culinary terms, safety precaution, sanitation and hygiene, methods of food preparation, service of foods and drinks, kitchen equipment maintenance, and menu planning, among others (Ahmadi & Lukman, 2015; NBTE, 2011; UNESCO, 2011).

Catering craft practice curriculum when properly implemented provides learners with the practical skills and knowledge required for a catering craft tradesperson employed in the manufacturing, mining, oil, and other hospitality industries or by making them enterprising and self-reliant (Emesini, 2016). In a different dimension, when the curriculum of catering craft practice is poorly implemented, the graduates of this subject will not be able to contribute meaningfully to the economic development of the nation. Poor implementation of the curriculum may even lead to grave consequences in which catering craft practice institutions will produce half-baked graduates who are unemployable.

In most cases, catering services are highly demanded for occasions such as wedding ceremonies, corporate events, office catering and social events (Alistair, 2017). Social catering is associated with events like birthday parties, retirement, anniversary, funeral parties among others. Corporate catering needs are gaining momentum in the recent time due to increasing corporate activities such as seminars, workshops and training that accommodate people of different staple foods couple with the need to Westernise the entertainment atmosphere with menu such as cocktail and drinks reception. Office catering has become a major service, especially in Nigeria, where many global companies work early in the mornings until late at night. Caterers have moved with client needs and many offer a range of office catering services for client and staff meetings (Alistair, 2017). According to the National Technical Certificate and Advanced National Certificate in Catering Craft Practice Curriculum produced by the National

Board for Technical Education (2008), the aim of Catering Craft Practice is: to give training and impart the necessary skills leading to the production of craftsmen and other skilled personnel who will be enterprising and self-reliant.

Consequent to the enormous benefits derivable from catering craft practice, it is expected that the implementation of its curriculum be given priority as it meets the needs of individual and corporate bodies in the society. Contrary to this, poor implementation of catering craft practice curriculum has been observed in most technical colleges (National Board for Technical Education, 2011). Poor implementation of catering craft curriculum does not only have implication on the learning outcomes of the students (academic achievement in, attitude towards and competence in catering craft practice) involved but also on the way the profession is being practiced (Ajibade, 2018; Ahmadi & Lukman, 2015; Mkandawire, 2010; Obioma, 2009).

The success of technical and vocational education programme in making substantial contribution to the economy of a nation like Nigeria depends largely on the success of the process of imparting the required skills and attitude to the students. Attitude can be viewed from both sociological and psychological perspectives. This is due to the nature of the construct which deals with the social aspects of an individual as a social being and is interested in the interactions and relationships which exist among the three components of attitude (affective, behavioural and cognitive) that result in a specific behaviour. As cited by McLeod (2009), attitude is a relatively enduring organization of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). The attitude of students and teachers is an important aspect that can affect the effective implementation of the Catering Craft Curriculum.

Curriculum is a planned and guided learning experiences carried out in the institution for living a useful and productive life in our contemporary society today (Ogwu et al., 2014). Curriculum implementation is the most paramount aspect of teaching and learning process which has to do with the translation of the curriculum into practice in the learning environment. This needs teacher, instructional materials, classroom control, classroom management and teaching methods among other things (Saidu & Saidu, 2015). The quality of curriculum implementation in any society is the bedrock of its political, economic, scientific and technological well-being (Ahmed & Lukman, 2015; Ogah & Awhen, 2015). Furthermore, for any curriculum plan or innovation to become fully meaningful, it must be properly implemented. Igwe (2015) reported that the objectives of education at all levels cannot be achieved if the planned programmes for such level of education are not properly implemented. Irrespective of manner in which the curriculum is planned, organised and established, implementation is key. To ascertain the implementation of curriculum, evaluation of the said curriculum is paramount.

### **Statement of the Problem**

Catering craft practice is a unique subject in technical Colleges in Nigeria. But the observed inability of the graduates to fit in as catering craft tradespersons in hospitality industries has remain a source of worries to education stakeholders and the society at large. Particularly, students' competence in catering craft practice over periods of time has been traced to likelihood of deficiency in the catering craft practice curriculum implementation in technical colleges.

Researchers have carried out studies on curriculum implementation in other subjects in technical colleges, but it seems much attention have not been given to catering craft practice in terms of empirical investigation. The few studies that were carried out on catering as a profession

focused more on assessment of caterers than the curriculum implementation process. The assessment was in terms of their knowledge, awareness, attitude, hygiene practices and perception. It appears there has not been any independent study that looked at assigned task of assessing the challenges facing the implementation of catering craft practice curriculum in Nigeria. It then becomes imperative to determine the challenges being faced by the implementation of the curriculum by teachers in the Technical Colleges and also determine the suggested solutions to these challenges.

### Research Questions

- What is the profile of Catering craft practice teachers in technical colleges in selected states in south west, Nigeria with respect to educational qualification?
- Is there any difference in the profile of the teachers based on the selected states?
- What is the attitude of towards catering craft practice in Technical colleges in South-West with respect to: (a) teachers (b) students?
- What are the challenges militating against the implementation of catering craft practice curriculum for technical colleges in the selected states? (b). What are the proffered solutions to these challenges?

### METHODOLOGY

This study adopted non-experimental design of survey research type. The non-experimental design is used when the researcher has no control over the variables of interest and no manipulation will be done on the independent variables.

### Population

The target population for this study comprises teachers, students and graduates of government technical colleges in South West Nigeria.

Table 1: Distribution of Government Technical Colleges across the South West, Nigeria

States	No of Technical Colleges
Lagos	4
Ogun	7
Ondo	3
Ekiti	4
Oyo	5
Osun	3
<b>Total</b>	<b>26</b>

### Instrumentation

Two instruments were used for the Study: (i) Catering Craft Practice Teacher Questionnaire (CCPTQ) which was developed by the researcher and has three sections. Section A consists of the Bio-data of the respondents namely gender, highest educational qualification, teaching experience, position held in school, local government area, name of school among others, while

Section B collected information on attitude of teachers. Items were carefully constructed in measureable terms. Section C sought information on problems of implementation of curriculum as well as suggested solutions. The initial scale consists of seventeen items; respondents were asked to respond on a four-point scale of Very True of Me (4); True of Me (3); Rarely True of Me (2); and Not True of Me (1).

The instrument was administered on 30 respondents outside the study coverage and the data obtained from this exercise was subjected to Cronbach Alpha analysis and the resulting reliability coefficient was 0.76

## (ii) Students' Attitude towards Catering Craft Practice Scale (SATCCPS)

The students' attitude towards catering craft practice was developed by the researcher to elicit information on students' attitude towards catering craft practice. The instrument has thirty (30) items. It consists of two sections. Section A consists of the Bio-data of the respondents namely gender, local government area, and name of school among others. Section B consists of the items which have the response format of: Very true of me (4) True of me (3) Rarely true of me (2) Not true of me (1). The instrument was administered on 30 respondents outside the study coverage and the data obtained from this exercise was subjected to Cronbach Alpha analysis and the resulting reliability coefficient was 0.80.

## Sampling Techniques and Sample

A multi-stage sampling procedure was used for the sample selection. Firstly, there are six states in the South-West geo-political zone in Nigeria: Lagos, Ogun, Ondo, Ekiti, Oyo and Osun. Simple random sampling technique was used to select three states while proportionate to size (50%) was used to select the technical colleges that participated. Total enumeration was used to select all year 3 students offering the course. The catering craft practice teachers of the selected level automatically participated in the study.

The next stage was the selection of 10 technical college graduates from each selected states making it a total of 30 graduates. The tracer method was used to get the graduates in their respective places of work. This was achieved through getting information from the respective Technical Colleges about their graduates and possibly where they work at the time of data collection. However, Technical college management were unable to provide the needed information on the graduates, as a result snow balling sampling technique was used to reach the graduates that provided necessary information for the study.

Table 2: Sampling frame

S/N	States Selected in Southwest	No of Technical Colleges selected	No of year 3 students per class (catering craft practice)	Total no of year 3 students selected in each state	No of Teachers (2 per school)	Sample of catering craft practices' graduates
1	Ogun state	3	Sch A: 17 Sch B: 20 Sch C: 22 <b>Total: 59</b>	59	Sch A: 2 Sch B: 2 Sch C: 2 <b>Total: 6</b>	10

2	Oyo state	3	Sch A:15 Sch B:12 Sch C:13 <b>Total: 40</b>	40	Sch A: 2 Sch B: 2 Sch C: 2 <b>Total: 6</b>	10
3	Ondo state	2	Sch A: 13 Sch B: 12 <b>Total: 25</b>	25	Sch A: 2 Sch B: 1 <b>Total: 3</b>	10
<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>124</b>	<b>124</b>	<b>15</b>	<b>30</b>

Source: Researcher Fieldwork (2024)

## RESULTS AND DISCUSSION OF FINDINGS

**Research Question 1:** What is the profile of catering craft practice teachers in technical colleges in selected states in south west, Nigeria with respect to educational qualification?

Table 3: Educational Qualification of Catering Craft Practices Teachers in South-West Nigeria

Edu. Qualifications	Oyo	Ogun	Ondo	Total
NCE/OND	1 (7%)	0	1 (7%)	2 (14%)
DEGREE/HND	3 (21%)	6 (43%)	2 (14%)	11 (79%)
MASTERS	1 (7%)	0	0	1 (7%)

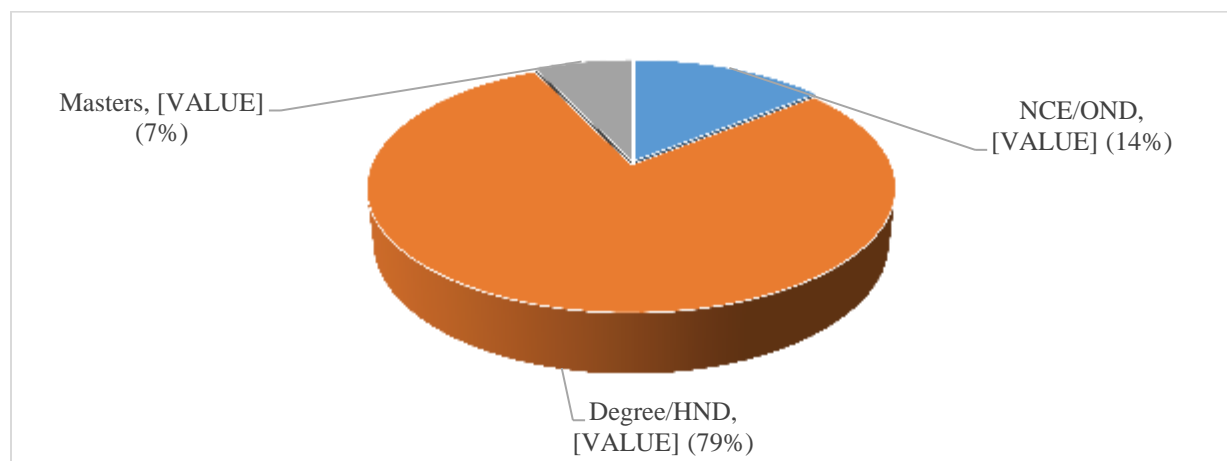


Figure 1: Educational Qualification of Catering Craft Practices Teachers in South West States

Figure 1 and Table 3 depicts the overall educational qualifications of catering craft practices teachers in Technical Colleges in South-West, Nigeria. As indicated in the Table, 11 (79%) of the catering craft teachers had Degree/HND, 2 (14%) of them had NCE/OND and 1 (7%) had Masters. This implies that majority of the catering craft practices in South-West, Nigeria were Degree/HND holders.

**Research Question 2:** Is there any difference in the profile of the teachers based on the selected states?

Table 4: Educational Qualification of Catering Craft Practices Teachers by States in South-West, Nigeria

Edu. Qualifications	Oyo	Ogun	Ondo
NCE/OND	1 (20%)	0	1 (33%)
DEGREE/HND	3 (60%)	6 (100%)	2 (67%)
MASTERS	1 (20%)	0	0
<b>Total</b>	<b>5 (100%)</b>	<b>6 (100%)</b>	<b>3 (100%)</b>

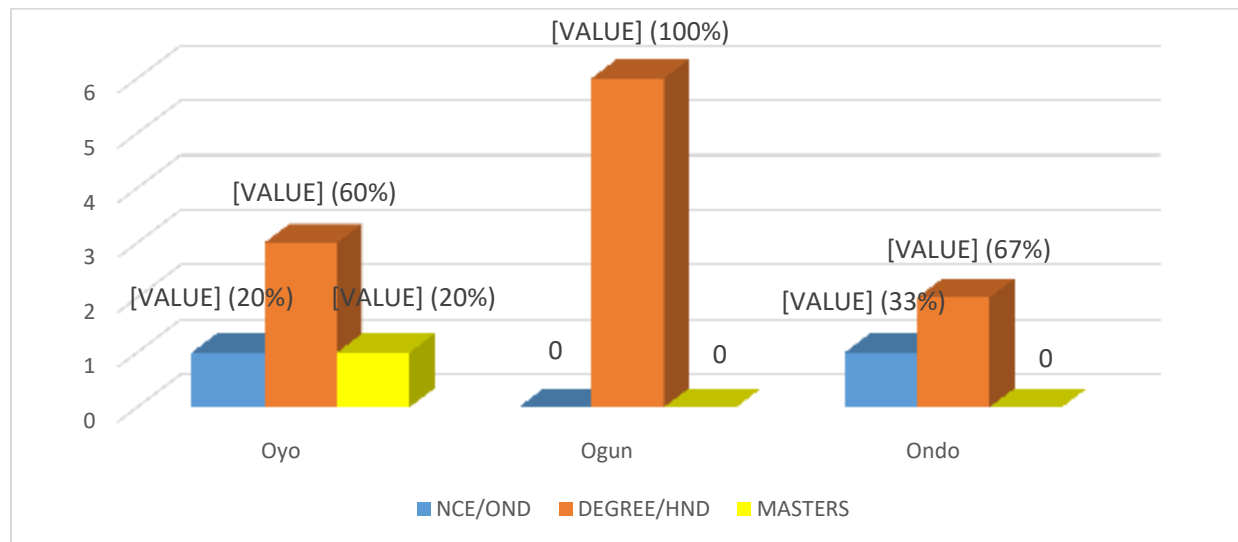


Figure 2: Educational Qualification of Catering Craft Practices Teachers by States in South-West, Nigeria

Figure 2 and Table 4 presents the educational qualification of catering craft practices teachers in Technical Colleges in Oyo, Ogun and Ondo States. As indicated in the Figure, 1 (20%) of the catering craft teachers had NCE/OND, 3 (60%) of them had Degree/HND and 1 (20%) had Masters in Oyo State. In Ogun State, all the catering craft teachers 6 (100%) had Degree/HND. With respect to Ondo State, 1 (33%) of the catering craft teachers had NCE/OND while 2 (67%) of them had Degree/HND. This implies that Ogun State had more of catering craft practices teachers who holds Degree/HND than in Oyo and Ondo States respectively.

**Research Question 3:** What is the attitude towards catering craft practice in Technical Colleges in the South West Nigeria with respect to (a) students (b) teachers?

**Responses of students' attitude towards catering craft practices in Technical Colleges in South West, Nigeria**

Table 5: Students' Attitude to Catering Craft Practices in Technical Colleges in South West, Nigeria

S/N	Items	Not true of me	Rarely true of me	True of me	Very true of me	Median
1.	I feel confident during catering craft practice classes		2 (1.6)	6 (4.8)	116 (93.6)	4
2.	Catering craft practice classes is the best		1 (0.8)	10 (8.1)	113 (91.1)	4
3.	Catering craft practice is my dream subject	1 (0.8)	9 (7.3)	25 (20.2)	89 (71.7)	4
4.	I like a job where I can apply the catering craft practice knowledge I have learnt	1 (0.8)	7 (5.6)	23 (18.5)	93 (75.1)	4
5.	Studying catering craft practice up to university level is my priority	6 (4.8)	14 (11.3)	19 (15.3)	85 (68.6)	4
6.	Catering craft practice is too difficult for me	84 (67.7)	19 (15.3)	13 (10.5)	8 (6.5)	1
7.	I always get confused during catering craft practice classes	64 (51.6)	19 (15.3)	21 (16.9)	20 (16.2)	1
8.	Catering craft practice is the least of my subjects	55 (44.3)	11 (8.9)	13 (10.5)	45 (36.3)	2
9.	Catering craft practice classes are challenging to me	51 (41.1)	34 (27.4)	14 (11.3)	25 (20.2)	2
10.	Studying catering craft practice because it is compulsory	46 (37.1)	3 (2.4)	15 (12.1)	60 (48.4)	3
11.	It is difficult learning catering craft practice concepts	75 (60.5)	13 (10.5)	22 (17.7)	14 (11.3)	1
12.	I always look forward to attending catering craft practice practical classes	7 (5.7)	4 (3.2)	4 (3.2)	109 (87.9)	4
13.	I always feel sleepy during catering craft practice class	96 (77.4)	8 (6.5)	4 (3.2)	16 (12.9)	1
14.	Listening to music when in catering craft practice classes	106 (85.5)	6 (4.8)	2 (1.6)	10 (8.1)	1
15.	Learn more in catering craft practice classes	3 (2.4)	3 (2.4)	10 (8.1)	108 (87.1)	4
16.	Catering craft practice is ambiguous	56 (45.2)	22 (17.7)	17 (13.7)	29 (23.4)	2
17.	Reading catering craft practice textbooks is my priority	6 (4.8)	14 (11.3)	14 (11.3)	90 (72.6)	4
18.	What we learn in catering craft practice is useful in everyday life	1 (0.8)	2 (1.6)	7 (5.7)	114 (91.9)	4
19.	Catering craft practice assignment is interesting	2 (1.6)	5 (4.0)	26 (21.0)	91 (73.4)	4
20.	Catering craft practice textbooks are difficult to understand	69 (55.7)	21 (16.9)	17 (13.7)	17 (13.7)	1
21.	I like catering craft practice because my teacher explains new concepts	5 (4.0)	5 (4.0)	19 (15.4)	95 (76.6)	4
22.	I like catering craft practice because my teacher gives assignment at the end of the lesson	9 (7.3)	9 (7.3)	23 (18.5)	83 (66.9)	4
23.	I like catering craft practice because my teacher comes to classes promptly.	10 (8.1)	6 (4.8)	22 (17.7)	86 (69.4)	4
24.	I do not like catering craft practice because my teacher get students more confused while teaching	75 (60.5)	13 (10.5)	9 (7.3)	27 (21.7)	1



25.	I like catering craft practice because my teacher answers questions during lessons	6 (4.8)	6 (4.8)	14 (11.4)	98 (79.0)	4
26.	I like catering craft practice because my teacher solves problems from the workbooks	6 (4.8)	10 (8.1)	23 (18.5)	85 (68.6)	4
27.	I like catering craft practice because my teacher marks every assignments	5 (4.0)	7 (5.6)	15 (12.1)	97 (78.3)	4
28.	I like catering craft practice because my teacher cares about students feelings	1 (0.8)	5 (4.0)	17 (13.7)	101 (81.5)	4
29.	I like catering craft practice because my teacher is always friendly with student	2 (1.6)	2 (1.6)	13 (10.5)	107 (86.3)	4
30.	I like catering craft practice because my teacher communicates very well with students	2 (1.6)	1 (0.8)	10 (8.1)	111 (89.5)	4

Midpoint = 2.5

Table 5 presents students' attitude towards catering craft practices in Technical Colleges in South West, Nigeria. The result in Table 5 reveal that more than 71.7% of the sampled catering craft practices students in Technical Colleges in Oyo, Ogun and Ondo States indicated very true to majority of the items about their attitude towards catering craft practices (Items 1, 18, 2, 30, 12, 15, 29, 28, 25, 27, 2, 4, 19, 17 and 3). Also, more than 77.4% of the catering craft practices students revealed that it is not true that they always feel sleepy nor listen to music during catering craft practice classes (Items 13 and 14). In the same vein, 60.5% of them claimed it is not true that catering craft practice concepts are difficult to learn and that they do not like their catering craft practice teacher because they get students more confused while teaching (Items 11 and 24). Moreso, 80% of the median values of the items exceeds the midpoint of 2.5. This implies that catering craft practices students have a positive attitude towards catering craft practices in Technical Colleges in South West States.

### Responses of teachers' attitude to catering craft practices in Technical Colleges in South West

Table 6: Teachers' Attitude to Catering Craft Practices in Technical Colleges in South West

S/N	Items	Never	Less than half of the time	Half of the time	Most of the time	Median
1.	I have keen interest in catering craft practice.				14 (100)	4
2.	I do not have boredom during catering craft practice instruction.	1 (7.1)		3 (21.4)	10 (71.4)	4
3.	I naturally like teaching catering craft practice.				14 (100)	4
4.	I have bad feeling towards teaching of catering craft practice.	11 (78.6)	1 (7.1)	1 (7.1)	1 (7.1)	1
5.	I try to improve my skills in catering craft practice teaching			1 (7.1)	13 (92.9)	4

6.	I look forward to catering craft practice lesson delivery every time			3 (21.4)	11 (78.6)	4
7.	I need help to develop new techniques in teaching catering practice	3 (21.4)		3 (21.4)	8 (57.1)	4
8.	I am eager to use modern innovative techniques in teaching catering craft practice	1 (7.1)		1 (7.1)	12 (85.7)	4
9.	I interact freely with the students during instruction in catering craft practice class.	1 (7.1)		2 (14.3)	11 (78.6)	4
10.	I prefer some aspects of catering craft practice teaching to others	5 (35.7)		4 (28.6)	5 (35.7)	3
11.	I feel excited taking catering craft practice classes	1 (7.1)		3 (21.4)	10 (71.4)	4
12.	I feel satisfied when I succeed in explaining difficult concepts in catering craft practice	1 (7.1)			13 (92.9)	4
13.	I feel bad when students are disturbing me with several questions in catering craft practice.	7 (50.0)	3 (21.4)	1 (7.1)	3 (21.4)	1.5
14.	I hate preparing lesson note for catering craft classes	12 (85.7)	2 (14.3)			1
15.	I like marking catering craft examination scripts			4 (28.6)	10 (71.4)	4
16.	I like interacting with other catering craft teachers			1 (7.1)	13 (92.9)	4
17.	I hate administrator supervising my teaching	12 (85.7)	2 (14.3)			1

Midpoint = 2.5

Table 6 presents teachers' attitudes towards catering craft practices in Technical Colleges in South West, Nigeria. The result in Table 6 reveals that more than 71.4% of the sampled catering craft practice teachers in Technical Colleges in Oyo, Ogun and Ondo States indicated that they engage in catering craft practices most of the time (Items 1, 3, 5, 12, 16, 8, 6, 9, 2, 11 and 15). Similarly, 78.6% of them claimed that they never have bad feeling towards catering craft practices (Item 4) while 85.7% of them indicated that they never hate preparing lesson note for catering craft classes (Item 14) nor hate administrators supervising their teaching (Item 17). Moreso, the median values of most of the items exceed the midpoint of 2.5. This implies that catering craft practices teachers have a favorable attitude towards catering craft practices in Technical Colleges in South West States.

**Research Question 4(a):** What are the challenges militating against the implementation of catering craft practice curriculum in technical colleges in the selected South West states in Nigeria?

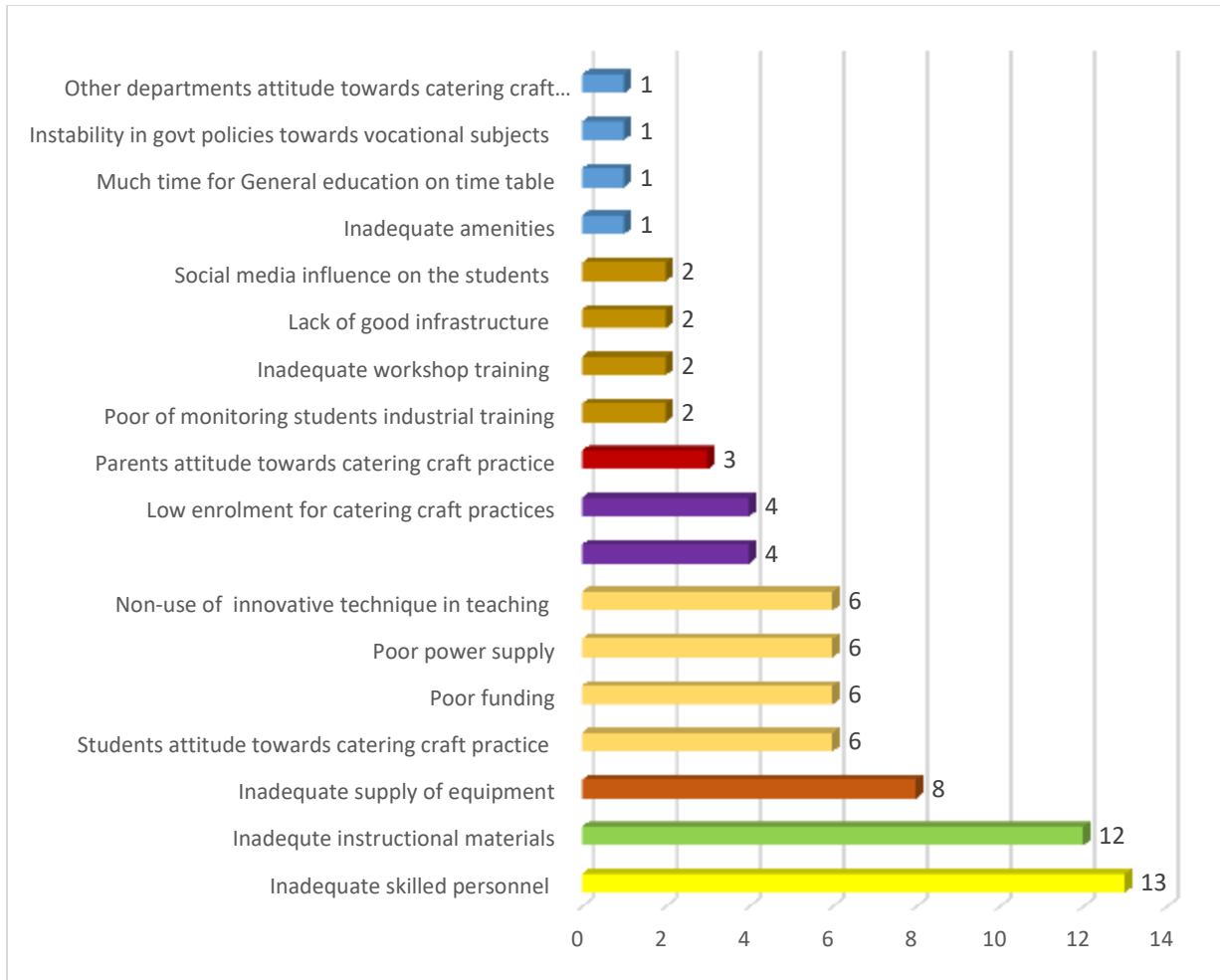


Figure 3: Factors militating against the implementation of catering craft practice curriculum in Technical Colleges in South West

Figure 3 revealed the challenges militating against the implementation of catering craft practices curriculum in Technical Colleges in the selected South West states as outlined by catering craft practices teachers. In Figure 3, it was found that the most outlined challenges militating against the implementation of catering craft practice curriculum in Technical Colleges are inadequate skilled personnel, inadequate instructional materials, inadequate supply of equipment, students' attitude to catering craft practice, poor funding, poor power supply, non-use of innovative technique in teaching, societal misconception about catering craft practice and technical education in general, low enrolment among others. This implies that there are challenges still hindering the implementation of catering craft practice curriculum in Technical Colleges in South West.

The researcher observed that generally, priority is not given to Technical colleges in Nigeria

**Research Question 4(b): What are the proffered solutions to these challenges?**

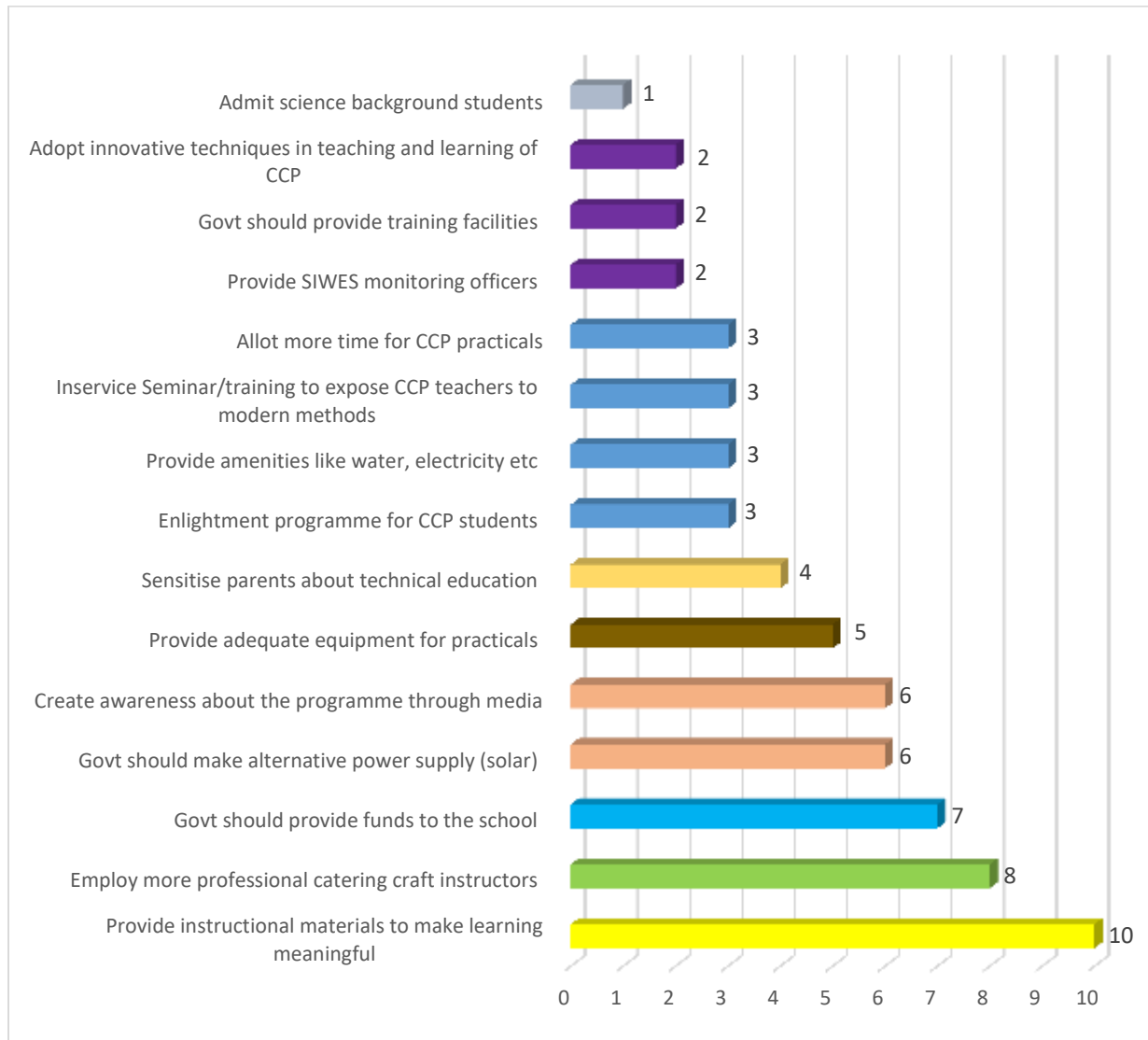


Figure 4: Suggested Solutions to Challenges militating against the implementation of catering craft practice curriculum in Technical Colleges in South West

Figure 4 reveals suggestions to the challenges militating against the implementation of catering craft practices curriculum in Technical Colleges in South West as outlined by catering craft practices teachers. In Figure 4, it was found that the most outlined suggested solutions to the challenges militating against the implementation of catering craft practice curriculum in Technical Colleges are provision of instructional materials, employment of more professional catering craft instructors, provision of funds, provision of alternative power supply (solar), provision of adequate catering craft equipment for practical, sensitizing parents about technical education, enlightenment programme for catering craft students, allot more time for catering craft practical among others. This implies that the most occurred suggestions to the challenges militating against the implementation of catering craft practice curriculum in Technical Colleges in South West are provision of instructional materials, employment of professional catering craft

instructors, provision of funds to the school, provision of alternative power supply (solar) and provision of adequate catering craft equipment for practical works.

## **DISCUSSION**

The result shows that two teachers holds NCE in Oyo and Ondo State which indicated that there is paucity of teachers with high level of qualification in technical schools in Nigeria. This result corroborates with Adewale et al. (2017) study that revealed that there are (38) degree holder and only one NCE vocational teacher in Ogun state. The result is also in tandem with Patrick and Raymond (2019) who found that 25 teachers are degree holders while 10 teachers are NCE holders who were teaching technical drawing in technical schools in Edo-state Nigeria. The findings agree with the result of this study which showed that there are more Degree/HND holders teachers in technical schools than NCE and Masters respectively.

The result shows that majority of the students showed a positive attitude toward the learning of catering craft practice. This result aligns with Zhi and Atan (2021) who examined the factors that influence students' attitudes such as teacher influence, parental influence, peer influence, future career, grades in school, job potential and socio-economic background. The result also corroborates with Adewale et al. (2017) who found that students show a positive attitude towards vocational subjects and enjoy vocational skill-learning as well as finding given tasks easy.

The findings of the study with respect to teachers' attitude towards catering craft practice in technical colleges revealed that majority of the teachers have positive attitude towards teaching the subject. This finding agree with that of Kurgat and Gordon (2014) who revealed that attitudes of teachers towards teaching and students' academic achievement are significantly related. The finding is consistent with that of Ekperi et al. (2019) who found a significant positive correlation between teachers' attitudes and students' academic performance.

The result of the finding revealed that inadequate skilled personnel and inadequate instructional materials poses threat to the implementation of catering craft in technical schools in southwest. It implies that professional teachers and teaching aids are insufficient in technical schools which makes catering craft practices less implemented. The result corroborates with Yara and Otieno (2010) who asserted that school subjects should embrace demonstration, practical methods and use of teaching/learning materials like relevant textbooks; classroom/laboratories; stationery/teaching aids; and textbooks. The author believed that trained teachers are germane not only in the achievement of students but also in the implementation of any curriculum. The work of Yara and Otieno (2010) revealed that most of the classrooms are overcrowded as well as lack learning of resources, and lack of laboratory equipment are threats to schools in Nigeria. The study also revealed that technical schools in the southwest are challenged with inadequate equipment such as workshops, laboratories, and other facilities that will facilitate and enhance the implementation of catering craft practice curriculum. The findings agree with Kelani (2007), who found that workshop facilities, such as hand tools and equipment are not utilized for skill acquisition in TVET institutions. The work of the author revealed that workshops and other physical facilities are inadequately provided in many TVET institutions around the world. Furthermore, the work revealed that these tools are adequately provided and where they are inadequate.

The study also revealed that students' attitudes to catering craft practice in technical schools are not encouraging to teachers. This non-challant attitude to catering craft practices by

the students negatively affects the implementation of the subject in technical schools. The results could be linked to Abubakar, Arilesere and Oluranti (2021); Abdullahi (2020); Akinyemi (2016) and Chinwa (2016) who argued that an increase in learners' interests, rate of learning, and retention are product of effective use of learning materials. The result also revealed that poor funding, poor power supply, non-use of innovative technique in teaching, societal misconception about catering craft practice and technical education in general, low enrolment also poses threat to the implementation of catering craft practice in technical schools.

The successful implementation of the catering craft practices curriculum as recommended by catering craft practice teachers hinges on several key factors. These include the provision of instructional materials, the employment of more professional catering craft instructors, securing adequate funds, ensuring alternative power supply (such as solar energy), furnishing sufficient catering craft equipment for practical training, raising awareness among parents about technical education, organizing enlightenment programs for catering craft students, and allowing more time for catering craft practical. These points are supported by Okebukola (2002), who emphasized the importance of instructional materials and adequate equipment for hands-on training. Additionally, Adeyemi (2008) highlighted the significance of employing qualified instructors to ensure that students acquire the skills necessary for success in the catering industry. Moreover, the proposal for increased funding highlights the financial challenges that many technical colleges encounter, which hinder their ability to acquire essential resources and maintain infrastructure. The recommendation for alternative power sources, such as solar energy, sheds light on the widespread issue of unreliable electricity, which can disrupt hands-on sessions and overall learning processes. These suggestions are consistent with existing literature that stresses the significance of well-equipped facilities and qualified staff in achieving educational goals. Notably, Adeyemi (2008) and Blatchford et al. (2007) both emphasized on the link between sufficient resources and enhanced student performance and satisfaction. Addressing these recommendations could notably improve the quality of vocational education in culinary arts, leading to better student outcomes and closer alignment with industry standards.

## **CONCLUSION**

The study investigated the challenges facing the implementation of Catering Craft Practice Curriculum in Technical Colleges in Selected States in South-West, Nigeria. The study revealed that majority of the teachers were Degree/HND holders. The students have a positive attitude towards catering craft practices. Also, teachers have a favorable attitude towards the subject. It was found that the most outlined challenges are inadequate skilled personnel, inadequate instructional materials, inadequate supply of equipment, poor funding, poor power supply, non-use of innovative technique in teaching, societal misconception about the subject in general, low enrolment among others. Finally, it was found that the most outlined suggested solutions are provision of instructional materials, employment of more professional catering craft instructors, provision of funds, provision of alternative power supply (solar), provision of adequate catering craft equipment for practical, sensitizing parents about technical education, enlightenment programme for catering craft students, allot more time for catering craft practical among others.

## **Recommendations**

Consequent upon the findings of this study, the paper therefore recommended that:

- Government should ensure provision of instructional materials and adequate subvention for the procurement of equipment for practical activities in Technical colleges in south west Nigeria
- The school Administrator should as a matter of duty provide alternative power supply (such as solar energy, generating plant, etc.) This will engender regular and hitch free practical sessions in Technical colleges in south west Nigeria
- Government should ensure the employment of professional catering craft instructors.
- There should be adequate public sensitization for parents on the importance of Technical education in this era of unemployment
- Catering craft practice teachers should influence the increment of time allotted for practical sessions and students should manage their time effectively.

Addressing these recommendations could notably improve the quality of vocational education in culinary arts, leading to better student outcomes and closer alignment with industry standards.

## REFERENCES

- Abdullahi, A. (2020). A study of the Relationship between interest and science and Science Curriculum Material. *Journal of Researchers in Curriculum*, 2(4), 20-22
- Abubakar, H. O., Arilesere, J. I., & Oluranti, S. A. (2021). Availability and use of audio-visual materials for teaching mathematics at the senior secondary school in Ibadan, South-West Local Government, Oyo State. *Library Philosophy and Practice*, 4778.
- Adewale, B., Adisa, O., Ndububa, C., Olawoyin, O., & Adedokun, A. (2017). Attitude of students and teachers towards vocational education in secondary schools in Ota, Ogun state, Nigeria. In *INTED2017 Proceedings* (pp. 4480-4487). IATED.
- Adeyemi, M. B., & Adeyinka, T. (2002). Workshop practices and skills development in vocational education. *Journal of Technical Education and Training*, 5(2), 123-135.
- Adeyemi, T. O. (2008). The influence of class size on the quality of output in secondary schools in Ekiti State, Nigeria. *American-Eurasian Journal of Scientific Research*, 3(1), 7-14.
- Ahmadi, A. A., & 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.
- Ajibade, A. A. (2018). Evaluation of the implementation of the senior secondary school economics curriculum in Oyo state Nigeria. Unpublished Thesis. Institute of Education, University of Ibadan.
- Akinyemi, A. B. (2016). Effect of Electronics practical activities on students 'process skills acquisition in Minna, Niger State Nigeria. *JOSTMED*, 7(2), 118-126.
- Akpotohwo, F. C. (2016). New Dimensions in Sourcing and Utilization of Resource Materials for Effective Teaching and Instruction in Technical Vocational Education and Training (TVET) in Nigeria. *Education Journal*, 4(6-1), 24-30.
- Alistair, H. (2017). Office and Event Catering. <http://www.Alistair-hugo.com>.
- Amos, A. B., & Oluwatoyin, B. A. (2013). *Heritage Catering Craft for Senior Secondary Schools*. UBE Edition. Heritage Integrated-link Publishers.
- Blatchford, P., Bassett, P., Goldstein, H., & Martin, C. (2007). The effect of class size on the teaching of pupils aged 7–11 years. *School Effectiveness and School Improvement*, 12(3), 295-324.

- Ekperi, P. M., Ude O., & Wike Y. N. (2019). Teachers' Motivation and Attitude as a Correlate of Students' Academic Performance. *International Journal of Research and Innovation in Social Science*, 3(1), 20-29.
- Emesini, N. O. (2016). Empowering of students in technical colleges in Nigeria with trade skills for self-reliance to enhance sustainable development. *British Journal of Education*, 4(9), 46-54.
- Federal Republic of Nigeria. (2014). *National Policy on Education*. NERDC.
- Hogg, M., & Vaughan, G. (2005). *Social Psychology 4th ed*. Prentice-Hall.
- Igwe, K. N. (2015). Education and training of information and knowledge management practitioners in the knowledge economy: Arguments, inferences and sample curriculum for tertiary institutions in Nigeria. In K. N. Igwe, C. O. Nnadozie, A. O. Unagha & M. M. Naga (Eds.), *Fundamentals of knowledge management for the knowledge economy* (pp. 290-303). Zeh Communications Gages.
- Kelani, R. A. (2007). Assessment of the adequacy and utilization of woodwork equipment for acquisition in technical colleges in Lagos and Ogun States. Master's Thesis, University of Nigeria.
- Kurgat, S. J., & Gordon, T. J. (2014). The Effect of Teachers characteristics and Attitude on Students Achievement in KCSE Economics Examination. *International Journal of Education, learning and Development*, 2(5), 33-43.
- McLeod, S. A. (2009). Attitudes and Behaviour: Simply Psychology. <http://www.simplypsychology.org/attitude-measurement>.
- Mkandawire, S. B. (2010). Impediments to curriculum implementation in learning institutions. *African Higher Education Review*, 8(2), 1-15.
- National Board for Technical Education (2008). Catering craft practice curriculum and course specification. Kaduna: ATMAN limited.
- National Board for Technical Education (NBTE). (2011). Directory of accredited programmes in polytechnics, similar tertiary institutions, technical colleges, and vocational enterprise institutions in Nigeria (16th edition). Kaduna: Author 106
- National Business and Technical Examination Board (2020). The chief examiners' reports. Benin: NABTEB office. <http://www.nabteb.gov.ng>.
- Obioma, G. O. (2009). Overview and philosophy of the new senior secondary Education curriculum structure, implementation strategies and opportunities. A paper presented at the 4-day capacity Building Workshop for Principals and teachers on the new curriculum organized by the Ebonyi state secondary education Board, Abakaliki, 4<sup>th</sup>-7<sup>th</sup> November.
- Ogah, O. E., & Awhen, O. F. (2015). Teachers perceived problem of curriculum implementation in tertiary institutions in Cross River state of Nigeria. *Journal Education and practice*, 6(19) 145-152.
- Ogwu, E. N., Omeje, M. O., & Nwokenna, E. N. (2014). Structural curriculum reform and unemployment among youth in Nigeria: Implications for peace and development. *International Journal of Humanities, Social Sciences and Education*, 1, 44-50.
- Okebukola, P. A. O. (2002). *Practical Handbook on Instructional Media. 2nd Edition*. Graphcom Publishers.
- Saidu, S., & Saidu, S. S. (2015). Impact of curriculum resources on curriculum implementation in Nigeria. *Journal of Education, Arts and Humanities*, 3, 59-63.



- UNESCO (2011). Concept Note: Training of Trainers workshop on curriculum and Teaching and learning materials development for electrical and electronics trades, 26th-30th September. Accra, Ghana: UNESCO.
- Yara, P. O., & Otieno K. O. (2010). Teaching/Learning Resources and Academic Performance in Mathematics in Secondary Schools in Bondo District of Kenyan. *Asian journal Social Science*, 6(12).
- Zhi, W. W., & Atan, S. A. (2021). Factors Influencing Students' Attitudes towards Technical and Vocational Education and Training (TVET). *Research in Management of Technology and Business. Research in Management of Technology and Business*, 2(1), 335-348.