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ASSESSMENT OF TRAINING MATERIALS, STUDENTS' GENERAL KNOWLEDGE AND ACQUISITION OF PRACTICAL SKILLS IN SENIOR SECONDARY SCHOOLS CATERING CRAFT PRACTICE IN OGUN STATE

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Abstract

Catering Craft Practice is a trade subject in Senior Secondary Schools for provision of vocational orientation to school leavers and reducing unemployment. The descriptive survey research design was adopted, employing a multi-stage sampling techniques to select a total sample of 615 students of intact classes. The instruments used for data collection included the Kitchen Equipment and Tools Scale (KETS), Catering Craft Practice Achievement Test (CCPAT) and Catering Craft Practice Practical Assessment Sheet (CCPPAS). Descriptive statistics were used. The results revealed that approximately 63% of the necessary training materials for teaching catering craft practice were available in schools. In terms of learning outcomes, 57.73% of students acquired low level of general knowledge in CCP, while 51.87% acquired high level of practical skills moderately. The study concluded that there is available training resources; students acquired low general knowledge and skills. Therefore, it was recommended that government should consistently provide necessary training resources for acquisition of knowledge and skills in catering craft practice. Additionally, increased exposure to practical learning will help students develop an entrepreneurial mindset, which is crucial for success in the field.

Keywords: Training materials, General knowledge, Practical skills acquisition, Catering craft practice

Introduction

Catering Craft Practice (CCP) is one of the trade/entrepreneurship subjects introduced to Nigeria Senior Secondary education curriculum. The major aim is to enable students who have successfully passed through the senior secondary education acquire the relevant skills in a specific trade; to enable them create jobs and generate wealth (Nigerian Education Research and Development Council [NERDC], (2008). The field encompasses a wide range of culinary skills and techniques used in food preparation, production and presentation as it plays a vital role in the food service industry, providing enjoyable dining experiences for customers in various settings such as restaurants, hotels, and events. Acquiring the necessary skills such as manipulative and service skills in catering craft practice education is essential for students pursuing careers in the culinary arts.

According to NERDC (2008), the objectives of Catering Craft Practice as a trade/entrepreneurship subject lead to: development of a professional attitude and acquisition of skills; development of knowledge and understanding of all food commodities in terms of cost, quality and use; understanding the methods of cooking and being able to produce variety of dishes and drinks for various types of establishments, individuals and occasions; understanding recipe balance and being able to produce dishes of the required quality, colour, consistency, seasoning, temperature, quality presentation; application of the methods of choosing, caring for and storing kitchen equipment. Enterprise skills in moral costing and planning; understanding essential necessity for healthy hygienic and procedures at all times in the storage, preparation cooking and serving of foods; acquisition of the necessary skills required for the production of pastry, bakery and confectionery products.

These objectives are mainly centered on providing both theoretical and practical skills in catering craft practice to students to be self-reliant and job creators. By studying the process of skills acquisition, one can better understand how individuals develop these different types of skills and how they interact with each other to create a successful catering operation. Skill acquisition studies like catering craft practice provides better understanding of the process on how individuals learn and develop the necessary competencies to deliver high quality services for essential growth and sustainability.

Furthermore, it also involves soft skills such as communication, team work and customer service apart from technical skills

However, despite the laudable objectives of catering craft practice as a trade/entrepreneurship subject introduced in the secondary school system, it seems the subject has failed to meet the expectation of stakeholders due to its implementation in the secondary school system. The consistent re-occurring problems highlighted by West African Examination Council (WAEC) Chief Examiner's reports on catering craft practice subject over several years (2014-2023) are lack of knowledge of the subject; inadequate training materials; poor expression of ideas due to inability to construct correct sentences; failure to grasp the core technical knowledge of the subject; inability to study and prepare for the examination; subject teachers teach CCP with foods and nutrition textbooks; inadequate exposure to practical aspects of the subject; textbooks used in some schools does not have a wide coverage of the syllabus. These recurring problems in catering craft practice highlighted by WAEC Chief Examiners reflected the poor implementation of the catering craft practice as a trade subject in Senior Secondary Schools (WAEC 2023).

Literature review

Theoretical framework- Input-Process-Output evaluation model

Input-Process-Output (IPO) evaluation model developed by Mc Grath (1964) provides a framework used to analyze and assess the effectiveness and efficiency of a system or programme. It breaks down a system into the key elements – Input, Process and Output, to help understand how available resources are utilized and transformed into desired outcomes. It helps in planning, documenting, and evaluating the design and performance of a system or a programme. It is applied in different fields such as education, auditing, computer programming, and sustainability analysis.

However, by adopting this evaluative framework, this study provided a comprehensive evaluation of the CCP programme, examining the inputs(training resources, processes usage of available training resources in practical assessment), and outputs(students learning outcomes, skills acquisition) associated with the programme. The findings of this study provides valuable insights into the strengths and weaknesses of the CCP programme, informing policy decisions and

practical interventions aimed at enhancing the effectiveness and impact of the programme.

Conceptual review

Teachers need appropriate training materials resources such as recipe books, lesson notes, kitchen equipment and tools, laboratory. Training materials are the essential tools and resources used to facilitate the teaching and learning process. These materials used in teaching catering craft practice may include: printed resources-recipe books, workbooks, lesson plans; digital tools- videos, online courses, assessments, and simulations; practical equipment- kitchen tools, utensils, ovens, and other catering equipment. These materials are designed to: support the instructional process; provide learners with hands-on experiences; ensure that objectives, whether knowledge or skill-based, are achieved effectively (Continu, 2022).

Adequate training materials, when available and properly utilized, help simplify complex concepts, making them accessible to students. Practical resources, like kitchen equipment and recipe books, allow students to apply theoretical knowledge to real-life tasks, fostering deeper understanding (Ajemba et al., 2021). Materials such as kitchen tools, recipe demonstrations, and simulations provide opportunities for students to develop and refine culinary techniques. Incorporating visual aids, videos, and interactive resources stimulates interest and aids in long-term retention. These tools create an engaging environment, which enhances motivation and participation among students (Idris, et al. 2016).

Despite their importance, Nigerian schools face significant challenges regarding instructional materials:

- i. **Insufficient Supply:** Many schools lack basic resources like functional kitchens, proper tools, and up-to-date recipe books (Ajemba et al., 2021).
- ii. **Underutilization:** Even when materials are available, teachers may not fully utilize them due to lack of training or confidence in integrating them into lessons (Matazu, 2022).
- iii. **Budgetary Constraints:** Funding issues limit the acquisition of quality materials, especially in public schools.
- iv. **Teacher Training Gaps:** Some teachers lack the necessary skills to adapt modern materials like simulations or digital resources into their teaching (Mustapha et al., 2022).

Training materials are integral to the successful teaching of catering craft practice education. They support skill acquisition, promote engagement, and enhance learning outcomes.

However, the effective use of these materials depends on their availability, proper utilization, and the training of educators. Addressing challenges such as insufficient supply and underutilization will require collaboration among educators, policymakers, and other stakeholders to ensure that every student benefits from a well-resourced and enriching learning environment.

Entrepreneurial skill acquisition is critical in preparing students for self-employment and business opportunities. According to Button et al., (2020), entrepreneurship training helps individuals acquire specific skills or behaviours that allow them to identify and exploit business opportunities. In the context of CCP, this could involve students learning how to establish and manage a catering business, plan menus, budget, and interact with clients. Entrepreneurial education instills self-confidence and self-esteem, enabling students to make decisions at both the family and community levels.

Skills acquisition in catering craft practice involves the learning and mastering of the techniques, knowledge, and competencies required to prepare, cook, and serve various types of food. It is a multifaceted process that not only involves cognitive and physical skills but also an understanding of food safety and hygiene practices. Researchers have explored various aspects of the learning process, including the role of feedback, practice, and self-evaluation.

The process of skill acquisition in catering craft practice is integral to ensuring that students develop the knowledge and competencies needed for success in the culinary and hospitality industries. By employing diverse assessment techniques and incorporating entrepreneurship education, students can be better prepared to enter the workforce, either as employees or self-employed entrepreneurs. The integration of feedback, practice, self-evaluation, and effective instructional strategies forms the foundation of a comprehensive catering education system. According to Shao et al.,(2016), providing feedback during the cooking process improves participants' ability to acquire new skills. Feedback plays a critical role in correcting mistakes and reinforcing proper techniques, facilitating quicker learning. Similarly, Kim et al., (2017) explored the impact of

practice on the development of knife skills in culinary students. Their findings showed that increasing practice time significantly improved students' knife skills, emphasizing that consistent and deliberate practice is essential for skill acquisition.

The teaching and learning of catering craft practice in senior secondary schools involve several key aspects designed to ensure students acquire the necessary theoretical knowledge and practical skills. According to Ajayi et al.,(2017) and Onwuagboke (2014), these aspects include; Curriculum design- the curriculum should integrate both theoretical and practical components to provide students with a well-rounded understanding of the catering industry; Teaching strategies- effective teaching strategies are essential for facilitating learning and skill acquisition and these strategies should combine various instructional methods to suit different learning styles and objectives; Assessment - assessment methods should evaluate students' knowledge and practical abilities while providing feedback to encourage further learning; Practical training- is a critical component of the catering craft practice curriculum. It provides hands-on experience and familiarizes students with industry tools and equipment.

By focusing on these aspects, the teaching and learning of catering craft practice equip students with the skills and knowledge needed to excel in the catering and hospitality industry. This approach also helps prepare them for entrepreneurship and contributes to addressing unemployment challenges in Nigeria.

Statement of the Problem

Despite concerted efforts by the government to stimulate economic growth and development, a plethora of socio- economic challenges persists, including rampant poverty, unemployment, corruption, and sundry social problems. The implementation of Catering Craft Practice (CCP) in secondary schools, which was intended to equip students with practical skills and promote self- reliance, has shorten short of expectations due to lack of qualified and specialised teachers, inadequate training facilities and equipment for practical training; limited exposure to industry practices and entrepreneurship skills; inadequate funding and support from government and stakeholders.

The stark reality is that unemployment remains a pervasive issue, with many secondary school graduates lacking the essential skills

required to secure gainful employment or establish their own business. This skill deficit has far-reaching consequences, including perpetuating poverty and exacerbating social problems. Furthermore, the current training provided in secondary schools has been deemed inadequate for achieving the lofty goals of poverty eradication, employment generation, and wealth generation.

Research has consistently shown that a significant proportion of young people lack useful entrepreneurial skills, which further compounds social problems. It is imperative, therefore, that the secondary education system prioritizes the acquisition of relevant trade and entrepreneurial skills, with a view to fostering self-reliance and economic empowerment among secondary school graduates.

Objectives of the Study

The study assessed available training materials, students' general knowledge and acquisition of practical skills in senior secondary schools catering craft practice in Ogun State. Specifically this study;

1. Investigated available training materials for implementation of catering craft practice
2. Determined the students' general knowledge level in catering craft practice.
3. Assessed the students' skills acquisition level in catering craft practice.

Research Questions

1. What are the available training resources needed for catering craft practice in Ogun State senior secondary schools?
2. What is the level of students' general knowledge in catering craft practice in Ogun State senior secondary schools?
3. What is the level of students' practical skills in catering craft practice in Ogun State senior secondary schools?

Research Design

The study employed descriptive survey research design. This design allows the researcher to provide status report of the current situation around a variable of study. This study, provided report on the status of how Catering Craft Practice programme as a trade/entrepreneurship

subject is being implemented in Senior Secondary Schools in Ogun State, Nigeria using Input, Process and Output (IPO) evaluation model.

Target Population

The target population for this study comprised all Senior Secondary School III Students (SSS III) offering Catering Craft Practice since they have almost completed all the topics in the curriculum and teachers of Catering Craft Practice in Senior Secondary Schools in Ogun State.

Sample and Sampling Techniques.

The sample of the study involved 615 students of intact classes in Senior Secondary Schools offering Catering Craft Practice in Ogun State. Multistage sampling procedures was used to select the sample of the study. The reason for choosing SSS III is because they would have almost completed all the topics in the curriculum.

Instrumentation

Three research instruments were used for data collection and they are; Kitchen Equipment and Tools Scale (KETS, $r = 0.92$), Catering Craft Practice Achievement Test (CCPAT, $r = 0.88$) and Catering Craft Practice Practical Assessment Sheet (CCPPAS, $r = 0.85$)

Kitchen Equipment and Tools Scale (KETS)

It was developed by NERDC (2008) and was adapted by the researcher to suit this research work by providing column for available and not available more so, by not measuring the adequacy of the equipment which is not part of the study. This is an instrument that elicits information on the availability of basic utensils and equipment necessary for training students of catering craft practice. It is designed in a way that the items were ticked (v) where applicable – Available (A) or Not Available (NA). It has 49 items listed to be checked for its availability. It was administered by the researcher and/ or 4 research assistants for assurance of the availability of necessary training materials for catering craft practice education. The reliability of the instrument was established through the administration of copies of the instrument to 6 schools (3 public and 3 private schools) outside the selected sample of the study. Cronbach alpha method of reliability was used to obtain 0.92 reliability coefficient.

Catering Craft Practice Achievement Test (CCPAT)

CCPPAT was adapted by the researcher from WASSCE 2023 to measure the extent to which the students have acquired the required general knowledge in catering craft practice using only paper 1 section (multiple choice test) of the examination questions. The instrument contains 40 items eliciting information on the general knowledge in catering craft practice. The items have four response options with one key and three distracters. The instrument was trial tested on 50 students who were not be part of this study which determined the reliability index 0.88 of the instrument using split half reliability procedure.

Catering Craft Practice Practical Assessment Sheet (CCPPAS)

This is an instrument developed by NECO (2008) and adapted by the researcher for the purpose of the study by allotting grades in each column of the assessment sheet. The instrument was used to assess students' practical acquired skills application and grades were allocated based on the performance of the students. Thereafter, the instrument was trial tested on 50 CCP students by two independent raters with the reliability index 0.85 of the instrument using scot pi formula.

Method of data analysis

Descriptive statistics involving the use of mean, frequency counts, percentages were used to answer research questions raised in this study.

Results

Research question 1: What are the available training resources needed for catering craft practice in Ogun State senior secondary schools?

Table 1: Availability (A) and Non Availability (NA) of training resources for Catering Craft Practice in 20 schools in Ogun State.

| S/N | ITEMS | A | NA | % Availability | Decision |
|-----|------------------------|----|----|----------------|---------------|
| 1 | Refrigerator | 14 | 6 | 70.0 | Available |
| 2 | Stabilizer | 13 | 7 | 65.0 | Available |
| 3 | Cake decor. Items | 16 | 4 | 80.0 | Available |
| 4 | Mixers | 11 | 9 | 55.0 | Available |
| 5 | Liquidizers | 11 | 9 | 55.0 | Available |
| 6 | Grinders | 15 | 5 | 75.0 | Available |
| 7 | Piping bags & Nozzles | 11 | 9 | 55.0 | Available |
| 8 | Kitchen Knives | 18 | 2 | 90.0 | Available |
| 9 | Muslins | 11 | 9 | 55.0 | Available |
| 10 | Strainers | 15 | 5 | 75.0 | Available |
| 11 | Sieves | 17 | 3 | 85.0 | Available |
| 12 | Tea set | 13 | 7 | 65.0 | Available |
| 13 | Soup plates | 13 | 7 | 65.0 | Available |
| 14 | Casseroles | 10 | 10 | 50.0 | Available |
| 15 | Ice buckets | 6 | 14 | 30.0 | Not Available |
| 16 | Dinner plates | 11 | 9 | 55.0 | Available |
| 17 | Fish knives | 8 | 12 | 40.0 | Not Available |
| 18 | Fish forks | 7 | 13 | 35.0 | Not Available |
| 19 | Joint knives | 6 | 14 | 30.0 | Not Available |
| 20 | Joint forks | 6 | 14 | 30.0 | Not Available |
| 21 | Soup spoons | 10 | 10 | 50.0 | Available |
| 22 | Side plates | 7 | 13 | 35.0 | Not Available |
| 23 | Water glass (Assorted) | 10 | 10 | 50.0 | Available |
| 24 | Wine glass | 10 | 10 | 50.0 | Available |
| 25 | Sweet forks | 8 | 12 | 40.0 | Not Available |
| 26 | Sweet spoons | 7 | 13 | 35.0 | Not Available |
| 27 | Side knives | 6 | 14 | 30.0 | Not Available |
| 28 | Napkins (For folding) | 12 | 8 | 60.0 | Available |
| 29 | Cruets sets | 6 | 14 | 30.0 | Not Available |
| 30 | Ash trays | 5 | 15 | 35.0 | Not Available |
| 31 | Pressure cooker | 10 | 10 | 50.0 | Available |
| 32 | Saucepans | 14 | 6 | 70.0 | Available |
| 33 | Stove | 8 | 12 | 40.0 | Not Available |
| 34 | Tripod Stand | 5 | 15 | 25.0 | Not Available |
| 35 | Coal pot | 6 | 14 | 30.0 | Not Available |
| 36 | Mincers | 11 | 9 | 55.0 | Available |

| | | | | | |
|----|-------------------------|----|----|-------|---------------|
| 37 | Pots (large) | 12 | 8 | 60.0 | Available |
| 38 | Trolleys | 5 | 15 | 25.0 | Not Available |
| 39 | Cupboards | 12 | 8 | 60.0 | Available |
| 40 | Sink with drawing board | 10 | 10 | 50.0 | Available |
| 41 | Electric cookers | 6 | 14 | 30.0 | Not Available |
| 42 | Can opener | 9 | 11 | 45.0 | Not Available |
| 43 | Cake moulds | 11 | 9 | 55.0 | Available |
| 44 | Omellet pans | 13 | 7 | 65.0 | Available |
| 45 | kitchen spoons | 16 | 4 | 80.0 | Available |
| 46 | Table covers | 14 | 6 | 70.0 | Available |
| 47 | Food covers | 11 | 9 | 55.0 | Available |
| 48 | Gas Cooker | 14 | 6 | 70.0 | Available |
| 49 | Freezer | 9 | 11 | 45.0 | Not Available |
| | | 31 | 18 | 63.0% | Available |

Table 1. Showed the frequency distribution of availability training material resources needed for implementation of catering craft practice programme. The distribution showed that 31 (63.0%) listed resources are available while 18 (37.0%) are not available. This indicated that more than 50% of training materials for CCP in Senior Secondary Schools are available for the practical classes. This implies that training material resources are available for the implementation of practical application of skills in catering craft practice as a Trade/Entrepreneurship subject.

Research Question 2: What is the level of students' general knowledge in Catering Craft Practice?

Table 2: General Knowledge in Catering Craft Practice

| Level of general knowledge | n | % of Students | Mean | Std. Deviation |
|----------------------------|-----|---------------|-------|----------------|
| Low general knowledge | 355 | 57.73 | | |
| High general knowledge | 260 | 42.27 | 17.79 | 5.49 |
| Total | 615 | 100.00 | | |

Table 2. showed the result of students' general knowledge in Catering Craft Practice. The Table used mean score of 17.79 obtained from the achievement test on Catering Craft Practice was used as criterion. Score obtained below the criterion mean were considered as low while scores above the means were considered as high. The table further showed that 260 students representing (42.27%) scored above the criterion mean thus indicating high general knowledge in Catering Craft Practice while 355 (57.73%) recorded scores below the average mean. This indicated that majority 355 (57.73%) of the students demonstrated low general knowledge in Catering Craft Practice. This implies that students possess low level knowledge in Catering Craft Practice..

Research Question 3: What is the level of students' practical skills in Catering Craft Practice?

Table 3: Students' Practical Skills in Catering Craft Practice

| Practical Skills | n | % | Mean | Std. Deviation |
|-----------------------------------|-----|-------|-------|----------------|
| High practical skills acquisition | 319 | 51.87 | | |
| Low practical skills acquisition | 296 | 48.13 | 54.12 | 5.54 |
| Total | 615 | 100 | | |

Table 3 showed the result of students acquired practical skills in catering craft practice. The Table further showed that 296 students representing (48.13%) scored below the criterion mean thus indicating low practical skills acquisition in catering craft practice while 319 (51.87%) recorded scores within the average mean. This indicated that 319 (51.87%) of the students demonstrated high practical skills acquisition in catering craft practice.

Discussion of Findings

i. Availability of training materials

The result of the finding revealed that necessary training material resources for implementing of CCP programme are available. As catering craft practice relies heavily on practicals, availability of these resources is crucial. The availability of training materials should

impact effective teaching and learning in CCP, enhancing secondary school students' academic performance, provided they are utilized properly. The result of the finding aligns with Ogbuze and Okoli (2020); Mumni and Musa (2020) who reported that secondary schools possess instructional materials and equipment, facilitating understandable learning. However, the result of the findings contradicts Ajemba et al.(2021); **Matazu, (2022)**, who found significant shortages of instructional and training materials, hindering entrepreneurship education development implementation in Nigerian schools.

ii. Level of students' general knowledge

The result of the finding also showed that students have acquired low knowledge in catering craft practice and effective teaching method to enhance achievement. However, Wordu and Puyate (2022) observed that the quality of teaching and student achievement in technical and Vocational Education and Training (TVET) is substandard. The finding does not support Salami (2019) remarked that Home Economics graduate lacks self confidence in show-casing the knowledge and skills learnt in school to seeking for white collar jobs upon graduation.

iii. Level of students' practical skills

The result of finding revealed that students have acquired and applied catering craft practice to a moderately high level. Skills acquisition and application involve mastering techniques, knowledge and competences for food preparation, cooking and serving encompassing; cognitive skills, psychomotor skills, food safety and hygiene understanding, the finding aligns with Sha (2016); Kim et al.(2017), explored that impact of consistent practice enhances students' skill acquisition, fostering self- reflection, self- evaluation, improved learning outcomes, and enhanced food preparation and cooking skills among culinary students.

Conclusion

Catering craft practice is one of the trade subjects introduced into senior secondary school curriculum. Its introduction among other trade subjects is to produce skills oriented secondary school graduates, thereby reducing unemployment and boost economic growth. The

study concluded that catering craft practice as a trade subject has yielded a little effect on unemployment, and the training provided seems inadequate to make schools leavers competent and self-reliant for poverty eradication, employment and wealth generation. Based on the findings of this study there is availability of training resources, students also possessed low level general knowledge and moderately high skills in catering craft practice as a trade subject in senior secondary schools in Ogun State.

Recommendations

Drawing from the conclusion of the study, the following recommendations are made:

Governments at all levels should sponsor teachers to attend educational programmes that would strengthen their skills and knowledge on the implementation of catering craft practice as a trade/entrepreneurship subject. This would not only enhance their teaching effectiveness but also boost their confidence in delivering quality education.

In addition, governments should prioritize the provision of necessary training resources for catering craft practice in schools. By equipping schools with modern facilities and equipment, students can engage in more practical classes, utilizing the available resources to develop their skills and knowledge Catering Craft Practice as a trade/entrepreneurship subject.

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