Innovations

New Emerging Skills in Auto mechanics Industries for Professional Development Programme in Lagos State

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Abstract: *This study was carryout to determine the new emerging skills in automechanics industries for professional development programme in Lagos State.Two research questions guided the study while two null hypothesis were formulated and tested at 0.05 level of significance. Descriptive Survey design was adopted and was carry out in Lagos State.The population for the study was 109 respondents comprises technical colleges teachers teaching automechanics and lecturers of automobile technology in tertiary institutions.All the respondents were involved in the study because of their manageable size.The instrument for data collection was New Emerging Skills in Auto mechanics industries for Professional development programme Questionnaire (NESAIPDPQ).Five experts from University of Nigeria Nsukka validated the instrument. Cronbach alpha reliability method and overall reliability coefficient of 0.86 was obtained. Five research assistant were involved in data collection. Out of 109 copies of (NESAIPDPQ) administered to 31 lecturers and 78 teachers of automechanics,only 104 copies were properly completed and returned representing 95.41percent return rate. The data collected for the study was analyzed using mean and standard deviation to answer the research questions while the analysis of variance (ANOVA) was used for testing the null hypothesis at 0.05 levels of significance and relevant degree of freedom. The finding of the study revealed that 23 contents were required to implement New Emerging Skills in Auto mechanics Industries for Professional Development Programme. The findings of the study also revealed that 22 teaching strategies, were necessary to implement New Emerging Skills in Auto Mechanics Industries for Professional Development Programme.It was recommended that all the facilities identified for implementing contents and teaching strategies should be provided by government and other enabling bodies.*

Keywords: *New Emerging Skills, Auto mechanics Industries, Professional Development Programme*

Introduction

Teachers occupy major position in any educational institution and they are the crucial inputs in the training of students to acquire knowledge, skills and attitudes for solving societal problems. The teachers are the major personnel implementing planned curriculum in formal institution such as technical colleges where different types of vocational and technical education subjects are offered to students. Technical colleges are principal technical institutions established in order to train individuals in various occupations. National Board for Technical Education (NBTE) (2000) described technical colleges as institutions where students are trained to acquire relevant knowledge and skills in different occupations for employment in the world of work. Okoro (2006) explained that these institutions are established to give full vocational training to students. Nwachukwu, Bakare and Jika (2009) added that technical colleges provide students through training with the relevant and adequate knowledge, skills and attitude for employment under the guidance of teachers in a related occupation.

Technical colleges are set up to train students by their teachers using available teaching strategies for training. The goals of technical colleges as stated in the report of Federal Ministry of Education FME (2004) are to: provide trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technician levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and give training and impart the requisite skills to individual who shall be self-reliant economically. Olaitan (1996) explained that technical colleges' existence is to stimulate technological and industrial development by developing and utilizing technologies for industrial and economic development. Federal Government of Nigeria (FGN) (2004) enlisted woodwork, metalwork, electrical installation and maintenance, electrical/electronic, automobile, painting and decorating, radio and television work, fabrication and welding, carpentry and joinery, textile trade, furniture making, printing craft practice, graphic arts, building construction, and auto mechanics as the occupations offered in technical colleges.

Auto mechanics is regarded as an occupation in technical colleges where students acquired skills, knowledge, techniques and attitudes for employment. Federal Republic of Nigeria (FRN) (2004) explained that auto mechanics is one of the mechanical trades offered as Motor Vehicle Mechanics work trade in technical colleges. National Board for Technical Education (2003) stated that the objectives of auto-mechanics in the programme of technical colleges is to equip individuals with skills and knowledge to test, diagnose, service and completely repair any fault relating to the conventional automobile, assembly main units and systems to the manufacturers specifications. Jika (2009) stated that auto mechanics involves the application of scientific knowledge in the design, selection of materials,

construction, operation, maintenance and improvement of the automobile. In auto mechanics, according to the United States Department of Industries (2009), students learn how to repair and maintain automotive vehicles such as passenger cars, trucks, vans and trailers. In auto mechanics at technical college level, students learn how to diagnose, maintain and repair automobiles (Bashir, 2008). Auto mechanics is all about repair and maintenance of automobile parts. Knowledge of maintenance and repair in auto mechanics enable students to know when to maintain an automobile, how to carryout maintenance and repair on transmission system, brake system, engine and other parts of the automobile. It also enables students of auto mechanics to know the equipment and tools needed for automobile maintenance and repair and precautions to be taken when repairing and maintaining automobiles. National Board for Technical Education (NBTE) (2001) explained that auto mechanics is expected to equip individuals with skills and knowledge on how to test, diagnose, service and completely repair any fault relating to the conventional automobile assembly main units and systems to the manufacturers' specification. Competencies in any occupation such as auto mechnics are best taught by a competent teacher.

A teacher is a crucial input in the transformation of students. Teacher according to Nwachukwu (1996) is a person who attempts to help someone acquire or change some knowledge, skills, attitude, idea or appreciation. Okoro (2005) described teachers in technical colleges as technical teachers who have acquired adequate skills and knowledge in an occupational area and fully trained to impart skills and knowledge to others. Bassey, Bassey, Ojua, and Ottong (2011) described a teacher as someone whose job is to teach by transferring knowledge to students in a learning environment which results to change in behaviour. Auto mechanic teachers therefore are individuals who had undergone training under lecturers and possess academic qualifications to impart knowledge, skills and attitudes in automechanics to students under their control. Lecturers are the intellectuals who taught in the colleges of education and universities where auto mechnics teachers are being trained. These lecturers may differ in their opinion on the selection of components of a good training programme. Ololube (2011) stated that teachers who are academically qualified and those that are professionally qualified are engaged to carry out instructional process in schools in Nigeria. Ololube further stated that academically qualified teachers are non professionals and have academic training as a result of enrolment into an educational institution and obtained qualifications such as HND, B.Sc., B.A, M.A, M.Sc among others. While professionally qualified teachers, are teachers who get professional training that gives them professional knowledge, skills, techniques, attitude as different from the general education (Hardre and Reeve, 2003). They hold for example B.Sc. Ed, B.A Ed, B. Ed, M.Ed among others. Non professional or academically qualified teachers are mostly found in technical colleges in Lagos state teaching auto mechanics to students.

These teachers only possess various academic qualifications but still lack professional training and competencies (pedagogical and technical skills) for effective teaching of emerging skills in auto mechanics works to their students. These teachers lack competencies for effective teaching and have little knowledge on the application of mobile facilities such as cell phones, ipads, starboard and projectors for the teaching of auto mechanics in technical colleges. . Wulystan, Ronald, Andrew and Rachel (2012) explained that mobiles provide suitable learning platforms and learners may use in their academic activities.

Some of the emerging skills in auto mechanics are; organizational skills, automotive technology program skills and customer-service skills. Four Soft Skills in auto mechanics are problem solving skills, attention to detail skills, interpersonal skills and a good work ethic skills. Also new emerging skills are on build and assemble machines or mechanical components according to workable uses. Building and assembling machines or mechanical components according to requirements. Inspecting machines,engines,transmissions etc.and run diagnostic tests to discover functional issues. Conducting repairs aiming for maximum reliability all these are the new emerging skills in auto mechanics work that graduate of auto mechanics should possess,but unfortunately some of our graduates lack these skills.

Automechanics graduates are deficient in competencies required for maintenance of recent modern automobile products, because they can not handle some of the repairing tools successfully, some of these automobiles repairing features are as following traction control, vehicle stability control, engine management system, computer controlled transmission, four wheel disk brakes, tons of air bags, backup cameras, navigation, multi-zone climate control systems, evaporative emission controls, distributorless ingition using coil packs, entertainment systems, power accessories (windows, door locks, sliding doors, tail gates among others), remote operating locks and alarm systems

Lack of professional training and competencies among these teachers may have led to poor performance of students in public examinations such as National Business and Technical Education Board (NABTEB). The students' performance in NABTEB result released in 2013 was poor. National Business and Technical Education Board (2013) reported that a comparative analysis of the results showed a 26.12 percent failure, reflecting an increase of 0.30 per cent against 25.85 percent in the previous year. Most of the graduates in modern automobile industries could not make use of recent machines or equipment to diagnose, repair or maintain faulty automobiles. Therefore teachers teaching strategies will be examine to know if it is the one causes failure of graduate students in technical colleges in Lagos State

Teaching strategies are ways through which planned lesson contents in any teaching activity are taught to the students by their teachers. Barnstein (2006)

described teaching strategies unique ways or techniques adopted by a teacher to deliver or impart knowledge to the students.

Statement of the Problem

Auto mechanics is one of the technical education trades offered in technical colleges in Nigeria. The nature of this trade required professional hands for effective implementation. However, most of the teachers of auto mechanics found in technical colleges in Lagos state are non professionals in which they display little professional competencies while teaching auto mechanics to students.

These teachers lack competencies required for modern technology in using mobile facilities such as cell phones, ipads, starboard and projectors to teach students of auto mechanics in technical colleges on new emerging skills in auto mechanics work. Technical teachers hardly use mobiles to provide suitable instructional media facilitate interactive and collaborative learning, and enhance assessment during the teaching and learning process because of their shallow experiences. Best way for implementing automechanics skills at technical college is to teach with modern tools and equipment, but teachers are deficient in using modern automobile testing and measuring instruments such as faults finders and analysers, multi car scanner, scissor lift, injector cleaner, engine decarbonising machine, computerised wheel alignment, digital wheel balancer, lesser wheel alignment, tyre changing machine, rim straighter, video graphic wheel balancer, head beam aligner and other diagnostic garage equipments

Lack of professional competencies of teachers may be responsible for the poor performance of students in public examinations such as NABTEB. The students' performance in NABTEB result released in 2014 was poor. Chief examiner of NABTEB revealed a comparative analysis of the results showed a 26.12 percent failure, reflecting an increase of 0.30 per cent against 25.85 percent in the previous year. The inability of students of auto mechanics to acquire needed auto mechanics skills to cope with challenges in modern workplace and to handle some of the modern tools and equipments in the workshops. This is a big problem that the study will address.

Purpose of the Study

The main purpose of the study is to:

1. Determine new emerging skills in automobile industries for professional development programme
2. Identify teaching strategies for implementing new emerging skills for professional development programme

Research Questions

1. What are the content for implement new emerging skills in professional development programme?

2. What are the teaching strategies for implement new emerging skills in professional development programme?

Hypotheses

The following null hypothesis was tested at 0.05 level of significance:

$H0_1$: There was no significant difference in the mean responses of auto mechanics teachers in technical colleges on contents for implement new emerging skills for professional development programme.

$H0_2$: There was no significant difference in the mean responses of auto mechanics teachers in technical colleges on teaching strategies for new emerging skills for professional development programme.

Methodology

This study adopted Descriptive Survey design. The study was carried out in Lagos State. The population for the study was 109 which comprise all the 78 teachers of auto mechanics in seven technical colleges, 18 lecturers of automobile technology in the college of education, and 13 lecturers of technical education in the university in Lagos State. Since the population is of manageable size, there was no sample, the entire population was used for the study. The research instrument that was used for the study was a questionnaire. The instrument was face validated by five experts from Vocational and Technical Education, University of Nigeria Nsukka. There will be no sampling because of the manageable size of the population .The instrument for data collection was Structured New Emerging Skills for Teaching Auto mechanics Profession Questionnaire (NESTAPQ). The instruments was validated by five experts from University of Nigeria Cronbach alpha reliability method was used to determine the internal consistency of the items of Structured New Emerging Skills for Teaching Auto mechanics Profession Questionnaire (NESTAPQ). Twenty copies of the questionnaire was administered to seven teachers of automechanics in technical colleges in Osun state, seven lecturers of automobile technology Lagos State and six lecturers of technical education in Ogun state in south western Nigeria. The reason for selecting the same calibre of respondents from neighbouring states is to avoid using the same respondents considered for the study.Nsukka.

Method of Data Collection

Direct delivery and retrieval method was used to administer the instrument to ensure the researcher recovers all the instruments from the respondents. The data collected for the study was analyzed using mean and standard deviation to answer the research questions while the analysis of variance (ANOVA) was used for testing the null hypothesis at 0.05 levels of significance and relevant degree of freedom. In deciding on the items required, the cut-off point of 3.50 was utilized for decision making as follow:-

Strongly Agree/Highly Required 4.50 – 5.59.
Agree/Required 3.50 – 4.49
Undecided 2.50 – 3.49
Disagree/Not Required 1.50 – 2.49
Strongly Disagree/Highly not Required 1.00 – 1.49

Any item with a mean value of 3.50 or above was regarded as agree or required. Any item with a mean value of less than 3.50 was regarded as disagree or not required.

In taking decision on the hypothesis tested, the hypothesis of no significant difference was accepted where the P-value is greater than 0.05 levels and this indicates that there is no significant difference in the mean ratings of the responses of the three groups of respondents on that item. If the p-value is less than 0.05 levels, this indicates that the hypothesis of no significant difference in the mean ratings of the responses of the three groups of respondents is rejected for that item.

Results

Reserch Question One

What are the content for implement new emerging skills in industries for professional development programme?

Table: 1

Mean Responses of Lecturers on the Contents for implementing new emerging skills in industries for Professional Development Programme

S/N	. Item statements	X	SD	Remarks
A	**Pedagogical Skills**			
1	Develop instructional materials based on the contents of the lesson	3.80	0.85	Agree
2	Identify various types of smart phones that can aid teaching and learning of automobile technology	3.76	0.86	Agree
3	Create a cell phone or mobile device policy for automobile classroom	3.50	0.75	Agree
4	Prepare automobile lesson plan using ipad and cell phones	3.78	1.09	Agree
5	Download various kinds of automobile related materials through mobiles	3.96	0.83	Agree
6	Create Web based learning using mobile phone	3.94	0.78	Agree
7	Set up projector to deliver power point	3.93	0.84	Agree
8	Employ laptops to prepare power point for teaching auto	3.8	0.88	Agree

	mechanics to students	0		
9	Operate projector and magic board for teaching auto mechanic	3.76	0.86	Agree
10	Reach students at different locations using mobile phone	3.50	0.85	Agree
11	Develop rating scale for assessing process skills acquired in auto mechanics using Ipad	3.78	1.09	Agree
12	Prepare psycho productive test items for assessing practical skills acquired by students in auto mechanics	3.54	0.90	Agree
B	**Technical Skills**			Agree
13	Trouble shoot faulty automobile engines using digitalised fault trouble shooters	3.88	0.87	Agree
14	Locate faults in the automobile using fault finder	3.83	1.06	Agree
15	Analysis faults in automobiles applying fault analyser	3.89	0.79	Agree
16	Remove faulty units from the automobile for servicing	3.96	0.84	Agree
17	Apply multi car scanner to check for possible faults in an automobile	3.85	0.86	Agree
18	Use engine decarbonising machine on automobile correctly	3.86	0.76	Agree
19	Apply computerised wheel alignment to check automobile wheel balancing	4.24	0.70	Agree
20	Apply digital wheel balancer correctly	3.90	0.78	Agree
21	Diagnose leakages in air springs under computer control	3.55	0.83	Agree
22	Use head beam aligner for digital head lamps	3.96	0.81	Agree
23	Use head beam aligner for digital head lamps	3.96	0.81	Agree
	Cluster X	3.79	1.94	

Keys:X=Mean of Respondents,SD=Standard Deviation,A=Agree,N=Number of the Respondents.

The data in Table 1 reveal that 80 items had their means values ranged from 3.50 to 4.24 and are above the cut-off point of 3.50.This indicated that the items are suitable

contents for implementing New emerging skills for Professional Development Programme .The 80 items had their standard deviation ranged from 0.82 to 1.09 and were less than 1.96,95% confidence limit.

This indicated that the respondents were not too far from the mean and were close to one another in their responses.

Reserch Question Two

What are the teaching strategies for implement new emerging skills in professional development programme?

Table: 2. Mean Responses of Lecturers on the Teaching Strategies for implementing new emerging skills in industries for Professional Development Programme

S/N	Item Statements	X	SD	Remarks
A	Pedagogical Skills			
1	Assign teachers into groups during practical teaching in auto mechanics	3.98	1.00	Agree
2	Visit various auto mechanics industries within Lagos State for the purpose of acquiring auto mechanics skills	4.04	1.01	Agree
3	Use team teaching while teaching auto mechanics skills	3.60	0.94	Agree
4	Applying authentic learning mode for teaching some contents in auto mechanics	3.56	0.80	Agree
5	Use reciprocal peer tutoring to teach some contents in auto mechanics.	3.66	0.85	Agree
6	Use constructivist stragegy for teaching automechanics contents.	3.70	0.75	Agree
7	Teach auto mechanics by apply cognitive apprenticeship instruction	3.69	0.83	Agree
8	Demonstrate core skills to students during teaching automechanics.	3.75	0.73	Agree
9	Applying experimental strategy for teaching auto mechanics skills	3.68	0.80	Agree
10	Deliver the prepared auto mechanics instruction to students in group.	3.54	0.86	Agree
11	Applying questioning strategy while teaching auto mechanics in the class	3.95	1.15	Agree
12	Employ team teaching stragegy for teaching some themes in automechanics	3.92	1.55	Agree
13	Utilize cooperative learning when teaching	3.66	0.91	Agree

14	Apply demonstration method while teaching some practical contents in automechanics	3.69	0.81	Agree
15	Adopt experimental stragegy to explain important concepts in automechanics	3.90	0.82	Agree
16	Use exhibition as method of teaching automechanics	4.05	0.86	Agree
17	Discuss importance concepts with automechanics teachers	3.87	1.11	Aree
18	Apply virtue laboratory strategy for teaching automechanics	3.97	0.81	Agree
19	Employ e-teaching to deliver instruction on automechanics	4.02.	0.96	Agree
20	Train automechanics teachers with interactive television	4.00	0.84	Agree
21	Use explanatory approach where	3.54	0.83	Agree
22	Engage each teacher of automechanics in independent study	3.80	0.85	Agree
	Cluster (X)	3.80	0.90	

Keys:X=Mean of Respondents,SD=Standard Deviation, A=Agree, N=Number of the Respondents.

The data in Table 2 reveal that 22 items had their means values ranged from 3.54 to 4.05 and were above the cut-off point of 3.50.This indicated that all the items are the teaching strategies for implementing the new emerging skills in Professional Development Programme. The 22 items had their standard deviation ranged from 0.73 to 1.15 and were less than 1.96, 95% confidence limit.

This indicated that the respondents were not too far from the mean and were close to one another in their responses.

Table 3

Analysis of Variance (ANOVA)of the Mean Responses of Auto mechanics Teachers, Lecturers of Auto mechanics in Colleges of Education and Universities on the Contents suitable for implementing New emerging skills in Professional Development Programme

Source of Variance	Sum of Square	Df	Mean Square	F-Cal	F-Tab	P-Value	Level of Sig	Rmk
Between Groups	1.829	2	0.915	0.661	3.00	0.52	0.05	NS
Within Group	139.82	101	1.384					
Total	141.654	103						

Data in Table 1 reveal that contents had average p-value of 0.52 and was greater than 0.05 at degree of freedom 2 and 101.This indicate that there was no significant difference in the mean responses of teachers of auto mechanics teachers, lecturers of auto mechanics in colleges of education and lecturers of auto mechanics in the universities on the contents suitable for the new emerging skills in industries for Professional Development Programme

All the 23 contents had their p-value ranged from 0.06 to 0.996 and were greater than 0.05.This indicated that there was no significant difference in the mean responses of teachers of auto mechanics, lecturers of auto mechanics in colleges of education and lecturers of technical education in the universities on the 23 contents suitable for implementing New emerging skills in industries for Professional Development Programme. Therefore the null hypothesis of no significant difference was accepted for the 23 contents.

Table 4

Analysis of Variance (ANOVA)of the Mean Responses of Auto mechanics Teachers, Lecturers of Auto mechanics in Colleges of Education and Universities on the Teaching Strategies suitable for implementing New emerging skills in Professional Development Programme

Source of Variance	Sum of Square	Df	Mean Square	F-Cal	F-Tab	P-Value	Level of Sig	Rmk
Between Groups	2.166	2	1.083	0.873	3.00	0.42	0.05	NS
Within Group	125.209	101	1.240					
Total	127.375	103						

Data in Table 2 show that teaching strategies had their average P-value of 0.42 and was greater than 0.05 at degree of freedom 2 and 101.This indicated that there was

no significant difference in the mean responses of teachers of auto mechanics, lecturers of auto mechanics in colleges of education and universities on teaching strategies for New emerging skills in Professional Development Programme.

Twenty one out of 22 teaching strategies had their P-values ranged from 0.216 to 0.893 and were greater than 0.05 while only item twenty had its P-value below 0.05.This indicated that there was no significant difference in the mean responses of teachers of auto mechanics, lecturers of auto mechanics in colleges of education and lecturers of technical education in the universities on 21 teaching strategies and there was a significant difference in the mean responses of the respondents on only one strategy for implementing New emerging skills in Professional Development Programme. Therefore the null hypothesis of no significant difference was uphold for the 21 teaching strategies and rejected for one strategy.

DISCUSION OF THE FINDINGS

Based on data analyzed, in table3 the following findings were suitable for instructional contents needs for implementing new emerging skills in auto mechanics for professional development programme, the findings were; Develop instructional materials based on the contents of the lesson, Identify various types of smart phones that can aid teaching and learning of automobile technology, Create a cell phone or mobile device policy for automobile classroom,Download various kinds of automobile related materials through mobiles, Create Web based learning using mobile phone, Set up projector to deliver power point,

Employ laptops to prepare power point for teaching auto mechanics to students, Operate projector and magic board for teaching auto mechanic, Reach students at different locations using mobile phone, Develop rating scale for assessing process skills acquired in auto mechanics using Ipad, Prepare psycho productive test items for assessing practical skills acquired by students in auto mechanics, Trouble shoot faulty automobile engines using digitalised fault trouble shooters, Locate faults in the automobile using fault finder, Analysis faults in automobiles applying fault analyser, Remove faulty units from the automobile for servicing, Apply multi car scanner to check for possible faults in an automobile, Use engine decarbonising machine on automobile correctly, Apply digital wheel balancer correctly, Diagnose leakages in air springs under computer control, Use head beam aligner for digital head lamps, Use head beam aligner for digital head lamps.

The finding is accordance with Gedsune(2015)that there should be proper instructional planning by the teachers before coming to the class to implement the teaching, it was also recommended that adequate instructional materials should be provided for the teaching of new emerging skills in auto mechanics industries. The finding also supported by Onah (2013) which carried out development on a digital empowerment programme for Universities students on e-learning in the southeast of Nigeria and found knowledge on e-learning, forum skills, lesson skills, resources

skills, glossary skills, choice skills and new emerging skills in auto mechanics industries.

The result in table 4 show the findings on teaching strategies required to implement new emerging skills in auto mechanics industries. The following are the teaching skills require for implement new emerging skills in auto mechanics industries: Assign teachers into groups during practical teaching in auto mechanics, Visit various auto mechanics industries within Lagos State for the purpose of acquiring auto mechanics skills, Use team teaching while teaching auto mechanics skills, Applying authentic learning mode for teaching some contents in auto mechanics, Use reciprocal peer tutoring to teach some contents in auto mechanics, Use constructivist strategy for teaching auto mechanics contents, Teach auto mechanics by apply cognitive apprenticeship instruction, Demonstrate core skills to students during teaching auto mechanics, Applying experimental strategy for teaching auto mechanics skills, Deliver the prepared auto mechanics instruction to students in group, Applying questioning strategy while teaching auto mechanics in the class, Employ team teaching strategy for teaching some themes in auto mechanics, Utilize cooperative learning when teaching, Apply demonstration method while teaching some practical contents in auto mechanics, Adopt experimental strategy to explain important concepts in auto mechanics, Use exhibition as method of teaching auto mechanics, Discuss importance concepts with auto mechanics teachers, Apply virtue laboratory strategy for teaching auto mechanics, Employ e-teaching to deliver instruction on auto mechanics, Train auto mechanics teachers with interactive television, Use explanatory approach where, Engage each teacher of auto mechanics in independent study.

The finding supported by Onah (2013) which carried out development on a digital empowerment programme for Universities students on e-learning in the southeast of Nigeria and found knowledge on e-learning, forum skills, lesson skills, resources skills, glossary skills, choice skills and new Emerging skills in auto mechanics industries.Ogbuanya,Bakare and Igweh (2009), supported that teaching approaches such as reciprocal peer tutoring improve students competence in new emerging skills in auto mechanics industries.

Conclusion

Teachers of auto mechanics in technical colleges help in the training of auto mechanics craftsmen but observation reveals that these teachers still lack competencies require for using modern mobile facilities such as cell phones,ipads,starboard and projectors to teach new emerging skills in auto mechanics industries. Less effort has been made to build the teachers capacities. Teachers of auto mechanics found it difficult to apply mobile, to effectively plan their

lessons, teach the planned lessons, and monitor classroom progress and evaluating their students.

Recomendations

1. Seminar on new emerging skills should be given to the auto mechanics teachers. And on how to teach and use modern tools and facilities for practical should also be introduced to auto mechanics teachers in order to build their capacity on new emerging skills in auto mechanics industries.
2. T teachers should employ identified teaching strategies to implement the new emerging skills.
3. Facilities to implement the new emerging skills should be provided by the Government.

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