

# Principles of Law Instructional Module for Teaching TVET Students in Nigerian Colleges of Education

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## **Abstract**

*This study developed and validated instructional module for teaching principles of law to Technical Vocational Education and Training (TVET) students in Nigerian Colleges of Education. Four research questions and one hypothesis were used for the study. Research and Development design was adopted for the study. The population of the study comprised of 832 TVET students in five Colleges of Education in South-South geopolitical zone in Nigeria and 200 final year students were purposively sampled for the study. 82-item structured questionnaire was used to collect data for the study. The instrument was faced and content validated by three experts and Cronbach alpha statistics was used to determine the reliability coefficient of the instrument which gave a value of .84. A four-point rating scale was provided for the respondents to make their responses on the research questions. The research questions were analyzed using Mean and standard deviation while independent t-test was used to test the hypothesis at .05 level of significance. Findings of the study revealed that the contents, specific objectives, instructional methods, materials and evaluation techniques of the developed principles of law instructional module are highly appropriate for teaching TVET students in Nigerian Colleges of Education. The study recommended among others that the National Commission for Colleges of Education should adopt the developed principles of law instructional module for teaching TVET students in Nigerian Colleges of Education.*

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**Keywords:** Nigeria, Colleges of Education, TVET, Principles of Law, Instructional module

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## Introduction

Teaching involves activities that are geared towards the transfer of knowledge. Teaching according to Koko (2016), is a set of events designed to initiate, activate and support learning. In the same view, Ikpesu and Appah (2021) defined teaching as a transformational process that involves the transfer of knowledge and skills from teachers to the learners for behavioral change in the learners. Jacob and Adeniran (2019), stated that standard and quality control is an integral part of every educational institution for global acceptability of its certificates.

In Nigerian educational system, the National Commission for Colleges of Education (NCCE) was established in 1989 with the responsibility to revise, review and make policies for standard and quality control of Colleges of Education programmes (Abolo, 2019 and Ayonmike, 2020). The Colleges of Education offer Technical vocational education and training (TVET) programmes for a duration of three years leading to the award of Nigeria Certificate in Education (NCE) as the minimum teaching qualification for basic education in broad areas of Agricultural Education, Business Education, Home Economics Education and Technical Education (FRN, 2013; Owo and Deebom, 2020; NCCE, 2020). The Federal Government of Nigeria (FRN, 2013), stated that TVET is designed to promote the inculcation of requisite knowledge, attitude and employability skills in the students for increased productivity and sustainability in educational systems and industries. Despite the standard and quality control reviews of Colleges of Education programmes in 1990, 1996, 2002, 2008, 2012 and 2020, researchers have established gaps in the efficiency and effectiveness of the standard and quality control of the programmes (Akomolafe and Adesua, 2019; Sunday and Abubakar, 2020).

According to Jacob and Adeniran (2019), legal education and TVET is a vital ingredient that affects the quality of educational systems and industrial efficiency and effectiveness. In the same view, NBTE (2004), NBTE (2019), Razak, Osoman and Patel (2020), stated that law courses such as Principles of Law, Business Law, Company Law, Contract Laws and Arbitration are incorporated in TVET curriculum of study for Nigerian polytechnic as set by the accreditation body. The Principles of Law is important part of Nigerian jurisprudence which refer to the fundamental means of legal regulation, expressing basic regularities and abstract elements of a unified, developing and multi-level system (Ershov, 2018). The principles of law according to Konovalov (2018), directly develop legal conceptual approaches, ensuring stability and consistency of law enforcement practice, including legal precedents, motivations of legal behavior as important prerequisites for successful development in the present and the future.

Alison and Irene (2010), opined that the broad generic skills developed by non-law students during their law studies, such as incisive analysis, logical reasoning, creative problem solving, clear communication and practical negotiation, would prepare the students for a variety of careers. Razak, Osoman and Patel (2020), stressed the need for law instructional modules for non-law students in tertiary institutions to gain fundamental knowledge on application of legal framework on different career opportunities. Peck (2018), stated that instructional module prepares students for effective teamwork, flexibility, adaptability and self-confident for successful development in the present and the future. According to Ekhaton (2013), the factors encouraging learning include appropriate instructional module and a well-structured knowledge base. In the same vein, Susan (2012), Jennifer and Regan (2018), George (2022), stressed that demonstration method, teacher/student participatory/interactive, case study method, lecture method, problem solving method, case studies/Text books/Journals, multimedia projector, interaction whiteboard/electronic class roll, google classroom, desktop/laptop computer, ipsative evaluation, criterion-referenced evaluation, norm-referenced evaluation, formative

evaluation and summative evaluation are appropriate instructional methods, materials/facilities and evaluation techniques for teaching TVET and law.

In the view of Tety (2016), inadequate instructional materials is a worldwide phenomenon. Razak, Osoman and Patel (2020), maintained that educational institutions are faced with the challenges of inadequate instructional module, curriculum design and technique used in teaching. Developing any academic module according to Ekhaton (2013) is not an easy task. The development of a module entails various diverse and sometimes an integrated process which is critical to the success of any module. Alshahad (2013), stated that the process of developing a module involves defining the target population, listing the task to be performed, listing the knowledge, skills and other requirements needed to complete the tasks; selecting the knowledge and skill to be taught with training objectives, organizing the selected knowledge and skills into a suitable teachable unit, called; package or modules with training methods, drafting expanded outlines of package including instructional objectives, main body, text and descriptions of training methods, examples and exercises, getting experts to provide realistic examples and information for use in the exercises, drafting the instructional package, facilitator's guidelines and information for use in the exercise, field-testing the training instructional package, revise and finalize training based on field test report or feedback.

Today, the National Commission for Colleges of Education (NCCE, 2020), minimum standard for Vocational Technical Education and Training (TVET), lack incorporation of principles of law which is a vital ingredient for effective collaboration with team's experts to accomplish professional goals and to address legal issues. Hence, this study develops and validate principles of law instructional module for teaching TVET students in Colleges of Education in Nigeria.

### **Statement of the Problem**

The National Commission for Colleges of Education minimum standard for Vocational Technical Education and Training (TVET), lack incorporation of principles of law which is a vital ingredient for effective collaboration with team's experts to accomplish professional goals and address legal issues. Teaching principles of law require activities which include the diffusion of research to produce instructional module. It is against these background that this study seeks to develop and validate principles of law instructional module for teaching TVET students in Nigerian Colleges of Education.

### **Purpose of the Study**

The purpose of the study was to:

1. Determine the contents considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education.
2. Determine the specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education.
3. Validate the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education.
4. Try-out the principles of law instructional module on TVET students taught with the module and students taught without the module in Nigerian Colleges of Education.

### **Research Questions**

The following research questions guided the study:

1. What are the contents considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education?
2. What are the specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education?
3. How valid is the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education?
4. To what extent are TVET students taught with the instructional module and students taught without the instructional module understand principles of law in Nigerian Colleges of Education?

### **Hypothesis**

One hypothesis will guide the study:

**H<sub>01</sub>:** There is significant difference in the mean response of TVET students taught with principles of law instructional module and students taught without the instructional module in Nigerian Colleges of Education.

### **Methodology**

The study was carried out in Colleges of Education in South-South geopolitical zone in Nigeria. The study adopted Research and Development (R & D) design. According to Alshahad (2013), R & D is the use of research methods to design new products and procedures, field test, evaluate and refine the processes until they meet specified criteria of effectiveness, quality or similar standards. The population of this study comprised of 832 TVET students from which 200 final year students were purposively sampled from five Colleges of Education in the study area.

The study used 82-item structured questionnaire titled: Development and Validation of Principles of Law Instructional Module for Teaching TVET students in Nigerian Colleges of Education Questionnaire for data collection. A four-point rating scale of Highly Appropriate (HA=3.50-4.49), Moderately Appropriate (MA=2.50-3.49), Lowly Appropriate (LA=1.50-2.49), Not Appropriate (NA=1.00-1.49) was provided for the respondents to make their responses in research questions 1 and 2 while Strongly Agreed (SA=3.50-4.49), Moderately Agreed (MA=2.50-3.49), Lowly Agreed (LA=1.50-2.49), Strongly Disagreed (SD=1.00-1.49) was provided for the respondents to make their responses in research questions 3 and 4. The instrument was face validated by three experts in Faculty of Law and two experts in Test and Measurement, University of Uyo, Uyo, Akwa Ibom State. In order to ensure the reliability of the instrument, Cronbach Alpha statistics was used to analyze the data collected which yielded a reliability coefficient of 0.84 which shows the instrument was reliable for the study.

The researchers administered the questionnaire directly to the respondents in the Colleges of Education with the help of three research assistants immediately after their final year examination. The instrument was collected immediately after completion which recorded 100% return rate. The data collected were analyzed using mean and standard deviation while independent t-test was used to test the hypotheses at .05 level of significance. Where the calculated t-value was greater than the tabulated value, hypothesis was rejected, where the calculated t-value was less than the tabulated value hypotheses was upheld.

## Presentation of Data Analysis and Results

**Research Question 1:** What are the contents considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education?

Table 1: The contents considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education.

S/N	Item Statement: Contents considered appropriate for teaching Principles of Law	$\bar{x}$	SD	Dec.
1.	Definition of employee, employer and difference between the two.	4.28	.69	HA
2.	Define Law of Contract.	4.41	.64	HA
3.	The duties of the employer/employee.	4.15	.67	HA
4.	Explain why law of Contract is an important aspect in the existence of a society.	3.83	.59	HA
5.	Meaning of contractor, sub-contractors and nominated subcontractor	4.22	.72	HA
6.	The relationship between the client and nominal sub- contractor and suppliers	4.18	.68	HA
7.	Express terms and implied terms of contract	3.74	.61	HA
8.	Describe a valid contract for sale of goods and/or supply of goods and services.	4.47	.76	HA
9.	Explain law relating to sale of good.	3.75	.70	HA
10.	Explain the Sale of Goods Act.	4.10	.74	HA
11.	Explain the principles of vicarious liability as it applies to employees and employers.	3.64	.65	HA
12.	Explain the concept of Partnership	4.19	.63	HA
13.	Explain the legal position and consequences arising from action of partners with third parties.	4.32	.58	HA
14.	Identify factors leading to dissolution of partnerships.	3.82	.73	HA
15.	Explain the law and concept of insurance.	4.38	.66	HA
16.	Explain the types of insurance policies and their legal applications.	4.46	.78	HA
17.	Identify various types of insurance policies and their legal applications.	4.07	.69	HA
18.	Explain the nature and types of Negotiable Instruments and notes.	3.59	.74	HA
19.	Explain the uses and functions of Negotiable Instruments in business transactions.	4.24	.76	HA
20.	Mention parties to Negotiable instruments	3.96	.68	HA
21.	Explain the parties to Negotiable Instruments and the rights of third parties	4.31	.64	HA
22.	Explain the nature and Law of Hire purchase.	4.19	.67	HA
23.	Distinguish hire purchase from mortgage, credit sale, conditional sale, pledge and lien, loan and asset leasing.	4.22	.71	HA
24.	Explain the legal obligations to Hire purchase transactions.	3.84	.59	HA
25.	Explain the hire purchase legislation in Nigeria.	4.30	.65	HA
26.	Explain the nature and law of common carriage.	3.79	.77	HA
27.	Explain breaches in carriage and remedies.	4.43	.75	HA
	<b>Grand Mean and Stand. Dev.</b>	<b>4.11</b>	<b>.68</b>	<b>HA</b>

**NOTE:** HA – Highly Appropriate

The data presented in Table 1 shows grand mean and standard deviation of 4.11 and 0.68 respectively on the contents considered appropriate for inclusion in the instructional module for teaching principles of law in Nigerian Colleges of Education. The result indicates that the contents are highly appropriate for inclusion in the instructional module for teaching principles of law in TVET in Colleges of Education in South-South geopolitical zone, Nigeria.

**Research Question 2:** What are the specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education?

Table 2: The specific objectives, instructional methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education.

S/N	Item Statement A: Specific Objectives Principles of Law	$\bar{x}$	SD	Dec.
	On completion of this module, the student should be able to:			
1.	Understand the law of contract, sale of goods and how it affects their TVET.	4.43	.72	HA
	understand the practical application of the principles and concepts of the law of employment and industrial relations.	3.55	.76	HA
2.	Understand the law as it relates to supply of labour, goods and services	4.27	.73	HA
3.	Know the Law of insurance, partnership and Negotiable instruments	4.19	.69	HA
4.	Understand legal framework in which TVET operate in the industries.	3.76	.74	HA
5.	Know the Law of hire purchase	4.42	.68	HA
	<b>Total</b>	<b>4.92</b>	<b>.86</b>	<b>HA</b>
	<b>Item Statement B: Instructional Methods of the Module</b>			
6.	Use Demonstration Method	4.05	.75	HA
7.	Use Teacher/Student Participatory/Interactive Method	4.11	.71	HA
8.	Use Case Study Method	3.26	.58	HA
9.	Use lecture method.	4.08	.77	HA
10.	Use problem solving method.	4.14	.60	HA
	<b>Total</b>	<b>3.93</b>	<b>.68</b>	<b>HA</b>
	<b>Item Statement C: Instructional materials/facilities of the module</b>			HA
11.	Case studies/Text books/Journals.	3.59	.66	HA
12.	Multimedia Projector.	3.72	.57	HA
13.	Interaction Whiteboard/Electronic Class Roll.	4.18	.68	HA
14.	Google Classroom.	4.07	.63	HA
15.	Desktop/Laptop Computer.	3.83	.69	HA
	<b>Total</b>	<b>3.88</b>	<b>.65</b>	<b>HA</b>
	<b>Item Statement D: Evaluation techniques of the module</b>			
16.	Ipsative Evaluation.	4.37	.65	HA
17.	Criterion-referenced Evaluation.	4.10	.62	HA
18.	Norm-referenced Evaluation.	4.24	.71	HA
19.	Formative Evaluation.	3.76	.64	HA
20.	Summative Evaluation.	4.28	.72	HA
	<b>Total</b>	<b>4.15</b>	<b>.67</b>	<b>HA</b>
	<b>Grand Mean and Standard Deviation</b>	<b>4.22</b>	<b>.72</b>	<b>HA</b>

**NOTE:** HA – Highly Appropriate

The data presented in Table 2 shows grand mean and standard deviation of 4.22 and 0.72 respectively on the objectives, methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching principles of law in Nigerian Colleges of Education. The result indicates that the objectives, methods, materials and evaluation techniques are highly appropriate for inclusion in the instructional module for teaching principles of law in TVET in Colleges of Education in South-South geopolitical zone, Nigeria.

**Research Question 3:** How valid is the instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education?

Table 3: Validity of the developed instructional module for teaching principles of law to TVET students in Nigerian Colleges of Education.

S/N	Item Statement A. The content of the modules:	Means	SD	Dec.
1.	Gives a clear idea of how much to plan and teach each topic.	4.49	.67	SA



2.	Is simple and easy to understand.	3.52	.73	SA
3.	Are fully discussed.	4.48	.76	SA
4.	Is appropriate for the level of the students.	4.45	.74	SA
5.	Gives equal emphasis in the lessons.	3.73	.69	SA
	<b>Item Total</b>	<b>4.13</b>	<b>.72</b>	<b>SA</b>
	<b>Item Statement B. The Objectives of the modules</b>			
1.	Are clearly stated in behavioral form.	3.44	.71	SA
2.	Are well-planned, formulated and organized.	4.31	.75	SA
3.	Are specific, measurable and attainable.	3.89	.64	SA
4.	Are relevant to the topics of each lesson of the modules.	3.66	.68	SA
5.	Take into account the needs of the students.	4.29	.70	SA
	<b>Item Total</b>	<b>3.92</b>	<b>.70</b>	<b>SA</b>
	<b>Item Statement C. The instructional methods of the module are</b>			
1.	Clear and concise.	4.20	.82	SA
2.	Easy to understand.	3.79	.58	SA
3.	Motivate to develop creative thinking.	4.28	.84	SA
4.	Well-defined.	4.34	.79	SA
5.	Self-explanatory.	3.53	.67	SA
	<b>Item Total</b>	<b>4.03</b>	<b>.74</b>	<b>SA</b>
	<b>Item Statement D. The instructional materials/facilities will:</b>			
1.	Motivate the students	3.99	.75	SA
2.	Facilitate student's mastery of the topics	4.17	.66	SA
3.	Help teachers avoid extra teaching which ultimately saves time	3.93	.74	SA
4.	Help teachers design their teaching material more effectively	4.25	.69	SA
5.	Help teachers select appropriate strategies for teaching.	4.48	.73	SA
	<b>Item Total</b>	<b>4.16</b>	<b>.71</b>	<b>SA</b>
	<b>Item Statement E. The evaluation techniques will:</b>			
1.	Make students study on their own and attend classes well prepared.	3.24	.73	SA
2.	Help in measuring the effectiveness of the topic.	3.79	.70	SA
3.	Enable appropriate allocation of marks while setting question papers.	4.33	.68	SA
4.	Make midway corrections possible.	3.86	.72	SA
5.	Make assessments mapping clear and easy.	4.45	.64	SA
	<b>Item Total</b>	<b>3.93</b>	<b>.70</b>	<b>SA</b>
	<b>Grand Mean and Standard Deviation</b>	<b>4.03</b>	<b>.71</b>	<b>SA</b>

**NOTE:** SA – Strongly Agreed

The data presented in Table 3 shows grand mean and standard deviation of 4.03 and 0.71 respectively on validity of the developed instructional module for teaching principles of law in Nigerian Colleges of Education. The result indicates that the respondents strongly agreed that the instructional module is valid for teaching principles of law in TVET in Colleges of Education in South-South geopolitical zone, Nigeria.

**Research Question 4:** To what extent are TVET students taught with the instructional module and students taught without the instructional module understand principles of law in Nigerian Colleges of Education?

**Table 4:** TVET students taught with the instructional module and students taught without the instructional module understand principles of law in Nigerian Colleges of Education.

S/N	Item Statement: Students understanding of employment regulation and labour law	Students taught with the instructional module		Students taught without the instructional module	
		X	SD	X	SD
1.	I understand the definition of employee, employer and state their duties	4.26	.72	3.18	.48
2.	I understand the difference between industrial disputes and conflicts.	4.18	.77	3.16	.46
3.	I understand the causes of Industrial conflict and labour dispute.	3.93	.83	2.04	.43
4.	I understand the types of Industrial conflict and labour dispute.	4.39	.88	3.14	.51
5.	I understand the different parties to industrial conflict and labour dispute	4.24	.85	2.24	.55
6.	I understand the parties involved in conflict resolution in work place	3.98	.94	1.32	.62
7.	I understand the various stages involved in Industrial Conflict and labour dispute resolution	4.33	.91	2.21	.47
8.	I understand the processes involved in dispute resolution	4.48	.96	2.27	.44
9.	I understand the appropriate remedies for breach of contract including their classifications.	4.42	.82	2.13	.39
10.	I understand the termination of employment and processes	3.95	.76	1.25	.33
<b>Grand Mean and Standard Deviation</b>		<b>4.23</b>	<b>.84</b>	<b>2.30</b>	<b>.47</b>

The data presented in Table 4 shows grand mean and standard deviation of 4.23, 0.84 and 2.30, 0.47 respectively on students taught with the instructional module and students taught without the instructional module understand principles of law in Nigerian Colleges of Education. The result indicates that the students taught with the instructional module strongly agreed that they understand employment regulation and labour law while students taught without the instructional module do not understand the contents of principles of law.

**Hypothesis (H0):** There is significant difference in the mean response of TVET students taught with principles of law instructional module and students taught without the instructional module in Nigerian Colleges of Education.

**Table 5:** Independent t-test of Mean response of TVET students taught with principles of law instructional module and students taught without the instructional module in Nigerian Colleges of Education.

Variable	N	$\bar{X}$	SD	Mean Diff.	df	t-cal.	t-crit.	Dec.
Students taught with the instructional module	112	4.23	0.84					
Students taught without the instructional module	88	2.30	0.47	1.93	198	20.5	1.67	NS

Table 5 showed that the t-cal was 20.5 while the t-crit. was 1.67 at 198 degree of freedom and mean difference of 1.93. Hence, since the t-cal. is greater than t-crit., hypothesis of significance difference between the mean response of students taught with the principles of law instructional module and students taught without the instructional module was upheld. This indicate that the understanding of the TVET students taught with the principles of law instructional module was significantly different from students taught without the instructional module in Colleges of Education in South-south, Nigeria.



## Discussion of Findings

The data presented in Table 1 shows grand mean and standard deviation of 4.11 and 0.68 respectively on the contents considered appropriate for inclusion in the instructional module for teaching principles of law in Nigerian Colleges of Education. The result indicates that the contents are highly appropriate for inclusion in the instructional module for teaching principles of law in TVET in Colleges of Education in South-South geopolitical zone, Nigeria. The finding of this study is in agreement with the finding of Gambari and Yusuf (2014), Aminu (2015) and Hassan (2019), who stated that expert opinions is required for selection of contents considered appropriate for inclusion in instructional module for teaching and learning.

The data presented in Table 2 shows grand mean and standard deviation of 4.22 and 0.72 respectively on the objectives, methods, materials and evaluation techniques considered appropriate for inclusion in the instructional module for teaching principles of law in Nigerian Colleges of Education. The result indicates that the objectives, methods, materials and evaluation techniques are highly appropriate for inclusion in the instructional module for teaching principles of law in TVET in Colleges of Education in South-South geopolitical zone, Nigeria. The finding of this study is in agreement with the finding of Alshahad (2013), Hassan (2019), Archibong, Etuk, Elijah and George (2022), who stated that instructional module involves objectives, methods, materials and evaluation techniques that are considered appropriate for the topic to be taught.

The data presented in Table 3 shows grand mean and standard deviation of 4.03 and 0.71 respectively on validity of the developed instructional module for teaching principles of law in Nigerian Colleges of Education. The result indicates that the respondents strongly agreed that the instructional module is valid for teaching principles of law in TVET in Colleges of Education in South-South geopolitical zone, Nigeria. The finding of this study is in line with the finding of Omabugu (2013), Gambari and Yusuf (2014) and Hassan (2019), who noted that the professional assessment of the validity of instructional package and suggestions is required to ascertain the quality of the package for adequate impact on the learners.

The data presented in Table 4 shows grand mean and standard deviation of 4.23, 0.84 and 2.30, 0.47 respectively on students taught with the instructional module and students taught without the instructional module understand principles of law in Nigerian Colleges of Education. The result indicates that the students taught with the instructional module strongly agreed that they understand employment regulation and labour law while students taught without the instructional module do not understand the contents of principles of law. The finding of this study is in agreement with the finding of George (2022), Archibong, Etuk, Elijah and George (2022), who stated that the mean response of trainees who were taught with instructional package (experimental group, 5.89) was greater than the mean score of trainees who are taught with instructional package (control group, 2.79).

Table 5 showed that the t-cal was 20.5 while the t-crit. was 1.67 at 198 degree of freedom and mean difference of 1.93. Hence, since the t-cal. is greater than t-crit., hypothesis of significance difference between the mean response of students taught with the principles of law instructional module and students taught without the instructional module was upheld. This indicate that the understanding of the TVET students taught with the principles of law instructional module was significantly different from students taught without the instructional module in Colleges of Education in South-south, Nigeria. This is in line with the study conducted by George (2022), Archibong, Etuk, Elijah and George (2022), who concluded that the trainees who were taught with instructional package was significantly different from those who were taught without instructional package.

## **Conclusion**

Non-law students normally perceive the law courses as being difficult and challenging. Therefore, an effective instructional module is required to change these perceptions. Hence, this paper developed instructional module for TVET students in Nigerian Colleges of Education with the main objective of exposing the students to basic legal principles and terminology that will enhance their ability to read, comprehend legal texts and familiarize themselves with the general aspects of principles of law for effective collaboration with team's experts to accomplish their professional goals and to address legal issues. The validators of the instructional module strongly agreed that the contents, objectives, methods, materials and evaluation techniques of the instructional module are highly appropriate for teaching Principles of law to TVET students in Nigerian Colleges of Education. In the same vein, the findings of the study revealed that students taught with the instructional module understand principles of law than students taught without the instructional module. It is hoped that if this instructional module is adopted, will encourage the facilitation of non-law TVET student's effective collaboration with team's experts to accomplish their professional goals and to address legal issues.

## **Recommendations**

From the findings of study, the following recommendations were made:

1. Government at all levels and stakeholders in Colleges of Education should organize workshop and training programmes for lecturers on how to develop instructional module in every area of TVET to help address the challenges of ill-equipped instructional package.
2. The developed instructional module should be incorporated into TVET curriculum for teaching principles of law in Nigerian Colleges of Education.
3. Qualified and experienced staff should be employed to teach principles of law in Nigerian Colleges of Education.

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