



PLANNING THE PROVISION OF FACILITIES AND INSTRUCTORS FOR EFFECTIVE IMPLEMENTATION OF SCHOOL-BASED TECHNICAL AND VOCATIONAL EDUCATION IN DELTA STATE, NIGERIA

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ABSTRACT

This research investigated planning the provision of facilities and instructors for effective implementation of school-based technical and vocational education in Delta State. Two research questions and two hypotheses were formulated for the study. The study adopted a descriptive survey design. The participants of the study consist of 292 respondents, which comprised of 12 administrators and 280 instructors of techno-vocational institutions in the state. A census sampling technique was used to select all the population as sample size for the study. A questionnaire was used to elicit information from the respondents. The modified four point Likert scale was used to measure questionnaire responses. The reliability coefficient of the instrument was ascertained at 0.77. The research questions were answered using mean and standard deviation, while the null hypotheses were tested at 0.05 level of significance using the z-test statistics. The study revealed the ways for planning for provision of facilities as thus; government involvement in technical planning for the construction of school building, provision of furniture and fittings. The study also showed the ways for planning for the provision of instructors as thus; government collaboration with planners and administrators in provision of instructors, ensuring that stipulated teacher-student ratio of one to thirty-five, and government partnership with human resources managers in recruiting competent instructors. The study recommended among other things that government should ensure that workshops in the technical and vocational schools are equipped according to plan. Corporate bodies, government and individuals, should assist government in funding technical and vocational education. This will help to upgrade instructional facilities in the schools, and also provide institutional equipment needed to implement instructional plans.

Keywords: Planning, Provision of Facilities, Instructors Effective Implementation, School-Based, Technical and Vocational Education, Delta State, Nigeria.

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INTRODUCTION

Education inculcates knowledge, skills and values that enable each individual learner to understand how the society operates in order to make significant contributions to the society. Technical and vocational education in particular is designed to develop in the learners, occupational competence and skills to enable them to earn a living. Technical and vocational education provides opportunities for students to acquire general education and technical and vocational skills required to achieve success in life. Odu (2005) defined technical and vocational education as the type of education that aims at developing and raising the skills and abilities of learners in order to improve their understanding and competencies on their respective line of work. Thus, technical and vocational education creates platform for learners to acquire useful skills, which is very vital for wealth creation, economic growth and sustainable social development. Vocational education can be identified as a programme that develops the skills and technical content of disciplines, and practical skill required to perform tasks in a given work environment. Vocational education helps to prepare the younger generation to do well in the place of work. To achieve goals of vocational education, logical thinking, planning and execution of plan is essential. The principles of vocational education are the standard rules or guidelines, which when adhered to, will lead to goal attainment in the provision of vocational education.

Technical and vocational programmes read outside the school system are known as non-formal educational programmes. These programmes include open apprenticeship scheme establishment by the government, NGOs and also, the off and on-the job-training offered by industrial firms, institutes, and the private apprenticeship scheme. The central focus of technical and vocational education is to develop skills in the individual, which will make such individual functional, self-reliant and able to contribute immensely to the growth of the society. Technical and vocational skills can be imparted through technical and vocational schools, apprenticeship schemes, and skill acquisition centres and combination of active job training programmes.

Technical and vocational education programmes are provided in different forms in Delta state. There are six government-owned technical and vocational institutions and government craft development centres and local government industrial unit in the 25 L.G.As in Delta State; the polytechnic, and Delta State College of Education. The non-formal technical and vocational programmes in Delta state include; Government Open apprenticeship scheme, the skill requisition programmes, the private apprenticeship scheme as well as the on and off-the-job technical trainings offered by industrial establishments (Ebunu & Igbozuruike, 2017). Subject offered at the junior secondary section as part of pre-technical and vocational education include woodwork, local craft, electronics, metal work, mechanical, business studies and home economics, whereas at the senior secondary level, the subjects offered to students include metal work, technical drawing, electronics, woodwork, auto-mechanic and music. Some scholars believe that technical and vocational institutions have contributed significant in the past in terms of supplying manpower needs of Delta State in particular and Nigeria in general, however, some of the institutions currently do not have functional instructional facilities and competent instructors to provide quality instructions in these schools (Igbozuruike et al., 2018).

The success of technical and vocational education is dependent on the quality of planning and implementation plan to achieve the desired results. Planning is a necessary process for achieving any goal in life. In other words, when it is considered and acted on, set valid goals can be realized. Suraj (2017) pointed that planning is a process of preparing for a goal-oriented

action through the most advantageous means. In the field of education, planning is aimed at transformation of the educational enterprise. This is because it is a tool used in analyzing the problems involved in education change, and it enables educational planners to search for the socio-economic and political factors necessary for the successful attainment of the educational objectives (Obasi & Opene, 2019).

Education planning also deals with proper preparation and subsequently evaluation of decisions taken for the purpose of achieving specific set of goals in education. Ukaigwe and Igbozuruike (2019) defined educational planning as a continuous process of obtaining and analysing facts to provide useful information for decision making regarding optimal and efficient course of action leading to the attainment of educational goals. In other words, educational planning is the method for obtaining educational statistics which when analysed reveals the true position of a given educational system so that necessary steps can be taken to correct any anomaly. Given the growing complexity and sophistication of planning and implementation process as well as the increasing cases of poor plan implementations which is being interpreted as due mainly to lack of understanding of the technique and spirit of the planning on the part of implementers, it is hence being suggested that planners, should take part in plan implementation process to ensure that specifications in the plan are followed correctly. There are however, situations where this is possible but in situations where planners cannot take part in the implementation of plans, it is necessary for them to regularly check the status of the implementation process through project evaluation.

Availability of functional instructional facilities is a necessary condition for ensuring proper implementation of technical and vocational education plan. Agabi (2004) defined school facilities as everything that makes up the school environment. School facilities are the hardware through which the content of school curricula is transmitted into the learner. Facilities may also be referred to as school plant (Kpee, 2013). Kpee opined that facilities play crucial role in the teaching and learning process, hence this cannot be overemphasized. Facilities include duster, chalkboard, whiteboard, marker, laboratories, classroom, staff offices, computer, toilet, halls, libraries, generators, hostels, perimeter fences, road networks and many others.

There can be no meaningful academic activities when basic instructional facilities are lacking or dilapidated in nature and absent in technical and vocational schools. Facility is a basic requirement for the success of any educational programme. It is impossible to conduct effective technical and vocational education without tools. For teaching and learning to take place in a technical workshop, the relevant tools and machines have to be provided for instructors. Unfortunately, many technical and vocational education centres lack key instructional facilities. This explained why many of the graduates from technical schools come out from such schools without technical abilities. Lackney (2017:148) posited “that an effective school facility is responsible to the changing programmes of educational delivery and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated and aesthetically pleasing.” Such situation arouses student interest in learning. The bad condition of most technical and vocational schools are quite unpleasant despite regular allocation budgeted for their innovation and upkeep by different administrations. These makes one to wonder and want to verify as to whether what is on ground in these schools met the desired school facilities requirement and specification. Abdulkarim (as cited in Uko, 2015) remarked that there should be continuous increase of educational facilities and equipment, because the existing ones are often overstretched, poorly maintained and cannot foster desirable practical and problem-solving based instruction in those schools. Despite the fact that technical

and vocational schools is meant to train people to have appropriate skills to become useful citizens, such training must take place in an acceptable condition that do not expose people to danger. Good facilities and maintenance are thus important requirements technical and vocational schools must meet to operate.

The provision and maintenance of facilities is vital to effective teaching and learning in the schools. Supporting this view, Adesina (as cited in Abraham, 2013) remarked that the quality of education a student receives in a school is dependent on the provision or non-provision of educational facilities, utilization and maintenance of the facilities and the entire climate of the school environment. Maintaining existing school facilities is paramount. Enaohwo (2017) opined that maintenance is vital for keeping facilities in the best working conditions so they can be used effectively in the teaching and learning process. He further maintained that facility maintenance helps schools to spend less today, than spending more in the future. Some scholars have pointed that “adequate provision of school facilities does not only foster effective teaching and learning, but also enhances the aesthetic and splendour of the school – a necessity for enabling atmosphere that directly and indirectly boosts students’ avidity and ultimately promote learning” (Igbozuruike, Opene & Usman, 2018:125).

The continuous absence of vital equipment and maintenance of the existing once is bound to orchestrate grave consequences on the quality of graduates from technical and vocational colleges, as well as the technological advancement of the Nigeria nation. The study of Suraj (2016) revealed that school environment that lack the necessary equipment for the implementation of technical and vocational education will fail to achieve the goals technical education. The scholar further revealed that some schools do not have important equipment that mark them as technical and vocational training centres, adding that in some technical schools where some instructional equipment were found, they were simply dated and quite different from the ones being used patently in the relevant occupations. By application, the findings imply that the instructional environment is not a replica of the work environment that the student must subsequently work in. These findings have serious implications for effective implementation of technical and vocational education programmes.

In a similar study by Ebete (2016), it was found that technical and vocational schools were not adequately provided with enough classroom blocks, workshops and instructional materials. The study further revealed that the conditions of the existing facilities were poor. This finding is in agreement with the empirical study by Oguvbu and Akpatu (as cited in Adiele, 2008), Oghuvbu and Akpotu found out that inadequate instructional facilities; poor school plant and poor equipment affected the attainment of the objectives of technical school education. These findings implied that both planners and implementers of technical and vocational education programme have not given adequate attention for the provision of equipment. There can be no meaningful academic activities when basic instructional facilities are lacking or dilapidated.

Competent instructors are another key factor to effective implementation of technical and vocational education. Technical and vocational institutions require adequate and quality manpower in order to pursue the goal of producing well skilled labour force needed to drive the economic development of the country. Instructors in the technical and vocational institutions must be professionally trained for the job of developing the skilled manpower needed to transform the different sectors of the economy. The Federal Republic of Nigeria in her National Policy on Education (2014), stipulated that teachers in all educational institutions (technical and vocational inclusive) shall be professionally trained; and efforts geared towards enhancing

quality education at all levels of education shall include the recruitment of academically and professionally qualified people as teachers. The policy document further stated that the minimum qualification for the entry into the teaching profession shall be the Nigerian Certificate in Education (NCE) (FRN, 2014).

Technical colleges and its sister institutions play vital role in technological development efforts, by providing the much required skill manpower. No matter the advancement in scientific inventions, there will always be the need for proper translation or learning facilitation by qualified technical instructors. Apart from the fact that qualified teachers are required, they must be in adequate proportion. Dawodu (2007) observed that the National Board for Technical education (NBTE) recommended that the structure of academic staff should be in the ratio of 20% chief lecturers, 25% senior lecturers and 55% lectureship grades with provision for chief lecturer/principal lecturer at least in a department.

The National Board for Technical Education (NBTE) and the National Policy on education specified staff-student ration of 1:40 and 1:35 respectively. Evidence revealed that there is still a long way to go for this to be realized. Dawodu (2007:7) observed that “there is hardly any technical institution that complies to the above mentioned specification. It is a common sight in polytechnics to see more than 100/150 students against a lecturer, with more students standing to listen to the lecturers through the windows. No serious nation that intends to grow its industrial base will allow its technical colleges/polytechnics, which are the pivot for technical skills to operate without adequate skilled manpower. Research evidence has shown this as the case in most technical schools in the country. Akudoh (2017) observed that the non-availability of adequate teaching staff in technical and vocational schools is pandemic. And this problems impose limitations on the effect of technical and vocational programmes.

Oragwu (2013) observed that part of the problems affecting the implementation of technical and vocational education in Nigeria; particularly in Rivers State is the issue of inadequacies of skilled manpower as well as lack of having them in their right quantity. This is consistent with the work of Ivowi (2003) who discovered that out of 15 subject areas investigated in technical and vocational institutions, teachers in seven subject areas – chemistry, auto mechanic, biology, food and nutrition, technical and typewriting were found not qualified. The assessment report of the National Board for Technical Education (NBTE), as quoted in Ebete (2016) corroborated the above findings. According to the report of the ninety-one (91) technical colleges, only forty-nine (49) have qualified teachers. The poor quality of instructors shown by the NBTE assessment and other related findings have serious implication on the implementation of quality technical and vocational programme. The use of unqualified instructors in technical and vocational schools had devastating effect on the students and is accountable for their poor performance in NABTE examinations (Pagate as cited in Ebete, 2016).

In a study on the problems facing the effective teaching of home economics, Igbemi (2007) argued that most teachers who teach home economics are not qualified to teach even if they possess first degrees. Hence, since these teachers are not expert in home economics, they encountered limitations in teaching the subject. Thus, a teacher who is trained in a particular subject area is likely to do extremely well than someone who is just on the job by chance. In the work of Nwokomah (2001:100), it was observed that “lack of successful experience in the application of skills and knowledge of the operations and processes which most of our technical instructors and teachers undertake to teach apparently constitute another major barrier to effective technical and vocational technical education in Nigeria”.

Quality teaching manpower, in its adequacy is a key factor to achieving success in any education programme, technical and vocational education inclusive. It must be given the necessary attention. However, it is obvious that qualified personnel are not attracted into technical and vocational institutions because of low incentives. Even some of the technical and vocational instructors in the system seem not to be satisfied with their jobs and therefore seek for opportunity elsewhere. This might be due to poor remuneration. In this light, this study investigated planning the provision of facilities and instructors for effective implementation of school-based technical and vocational education in Delta State

Statement of the Problem

There is palpable concern among stakeholders that the current education system in Nigeria is no longer producing the desired values in recent graduates. The growing dissatisfactions appear to be driven by lack of practical skills and knowledge among many school leavers. This can be appreciated when one considers the high rate of graduate unemployment, which has been blamed by many on defective and theory-fraught education system that scarcely impart practical skills in the learners. Certainly, the neglect of technical and vocational has neither benefited Nigeria nor Delta State in particular, yet the government appear to have continued to pay less attention towards revitalizing technical and vocational education. The deteriorating state of most technical and vocational institutions in the state is decreasing the contribution of technical and vocational to national development. Some of the technical and vocational colleges do not have important instructional equipment and facilities that instructors require to facilitate activity-driven learning. In some schools that have technical equipment and other instructional installations, there are no competent teachers to manipulate such equipment for instructional purposes for the benefit of students understanding. These has not only led to disuse and educational wastages, but has made it somewhat difficult for technical and vocational institutions to produce high calibre technical and semi-skilled manpower required for national development. Could it be that the ways of providing instructional facilities and instructors for technical and vocational instructions are flawed? Or could it be that technical and vocational institutions lack maintenance culture? The researcher is bordered about these issues, and therefore sought to determine how facilities and instructors are provided for effective implementation of technical and vocational in Delta State, Nigeria.

Research Questions

The following research questions guided the study:

- What are the ways for planning the provision of facilities for effective implementation of school-based technical and vocational education in Delta state?
- What are the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance in the study:

- There is no significant difference between the mean scores of administrators and instructors on the ways for planning the provision of facilities for effective implementation of school-based technical and vocational education in Delta state.
- There is no significant difference between the mean scores of administrators and instructors on the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education in Delta state.

METHODOLOGY

The study design of the study was descriptive. The population of the study included all the six technical and vocational institutions in Delta state. There were 292 respondents, comprising 6 administrators, 6 vice – administrators and 280 instructors teaching in the six technical and vocational institutions in Delta State. The census sampling techniques were used to draw the sample. The instrument used to generate data was a self-structured 10 items questionnaire titled ‘Planning the Provision of Facilities and Instructors for Effective Implementation of School-Based Technical and vocational Education Questionnaire (PPFIEISTVEQ)’. It was divided into two sections, namely, Section A and Section B. Section A contained items seeking data on demographic variables of the respondents, while section B contained items assessing the two variables investigated in this study. Cronbach Alpha was used to establish the reliability coefficient of the instrument at 0.77. The modified four-point Likert-type rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point) was used to code responses. Items that scored $x \geq 2.50$ criterion were accepted whereas those below the criterion were rejected. The research questions were answered using mean and standard, while the hypotheses were tested at 0.05 level of significance using the z-test.

Data Analysis and Results

Research Question 1: What are the ways for planning the provision of facilities for effective implementation of school-based technical and vocational education in Delta State?

Table 1: Mean and standard deviation of the responses on the extent of the ways for planning the provision of facilities for effective implementation of school-based technical and vocational education in Delta state

| S/N | Questionnaire items | Administrators | | | Instructors | | |
|-----------------------|--|----------------|------|-----------------|-------------|------|-----------------|
| | | \bar{X} | S.D | Rank order | \bar{X} | S.D | Rank order |
| 1. | Government involves technical planners in planning for construction of school building. | 2.96 | 0.81 | 2 nd | 2.50 | 0.80 | 1 st |
| 2. | Government partner with technical planners in provision of furniture and fittings | 2.99 | 0.83 | 1 st | 2.50 | 0.89 | 1 st |
| 3. | Government collaborates with educational planners and administrators in planning for provision of workshops. | 2.89 | 0.78 | 3 rd | 2.40 | 0.87 | 3 rd |
| 4. | Workshops in the technical and vocational schools are equipped according to the plan. | 2.49 | 0.99 | 5 th | 2.00 | 0.94 | 5 th |
| 5. | Technical and vocational institution lack facilities for effective implementation of the programme. | 2.88 | 0.76 | 4 th | 2.30 | 0.87 | 4 th |
| Aggregate mean | | 2.84 | | | 2.34 | | |

In table 1 above, respondents in administrators' categories agreed to the statements in items 1, 2, 3 and 5, with mean scores of 2.96, 2.99, 2.89 and 2.88 respectively, while item 4 with mean score of 2.49 was disagreed by the respondents. Similarly, the respondents in instructors' categories agreed to item 1 and 2, whereas items 3, 4 and 5 were disagreed given the low mean scores of 2.40, 2.00 and 2.30. The aggregate mean scores of 2.84 revealed that administrators agreed that the above statements are ways for planning the provision of facilities for effective implementation of school-based technical and vocational education. However, instructors disagreed on most of the above statements given the aggregate mean score of 2.34.

Research Question 2: What are the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education in Delta State?

Table 2: Mean and standard deviation of the responses on the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education in Delta State

| S/N | Questionnaire items | Administrators | | | Instructors | | |
|-----------------------|--|----------------|------|-----------------|-------------|------|-----------------|
| | | \bar{X} | S.D | Rank order | \bar{X} | S.D | Rank order |
| 6. | Government collaborate with planners and administrators in provision of instructors | 2.71 | 0.89 | 1 st | 2.67 | 0.77 | 2 nd |
| 7. | The teacher-student ratio of one to thirty-five as stipulated by ministry of education is implemented. | 2.60 | 0.59 | 3 rd | 2.58 | 0.61 | 4 th |
| 8. | Government partner with human resources managers in recruiting competent instructors | 2.68 | 0.78 | 2 nd | 2.96 | 0.88 | 1 st |
| 9. | Educational planners and managers ensure that full-time instructors have teaching qualification. | 2.41 | 0.58 | 4 th | 2.67 | 0.67 | 2 nd |
| 10. | Experienced instructors are often invited to impart technical skills in specific areas. | 2.04 | 0.89 | 5 th | 2.42 | 0.81 | 5 th |
| Aggregate mean | | 2.49 | | | 2.66 | | |

In table 2 above, items 6, 7 and 8 yielded high mean scores of 2.71, 2.60, 2.68 and 2.67, 2.58 and 2.96 respectively, which are higher than 2.50 criterion, and thus implies that the items are ways for planning the provision of instructors for effective implementation of school-based technical and vocational education. Similarly, instructors agreed the statement in item 9 with a mean score of 2.67, while item 10 were disagreed by the same respondents at mean score of 2.42. Also, item 9 and 10 were disagreed by administrators given the low mean scores of 2.41 and 2.04. These items analysed above showed that administrators did not agree to the items as the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education with aggregate mean of 2.49 but the instructors agreed as revealed in the table where the aggregated mean was 2.66

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of administrators and instructors on the ways for planning the provision of facilities for effective implementation of school-based technical and vocational education in Delta state.

Table 3: z-test analysis of the mean scores of administrators and instructors on the ways for planning the provision of facilities for effective implementation of school-based technical and vocational education

| S/N | Respondents | N | \bar{X} | S.D | DF | z-cal | z-crit | Sig level | Remark |
|-----|----------------|-----|-----------|------|-----|-------|--------|-----------|--|
| 1. | Administrators | 12 | 2.84 | 0.83 | 290 | 2.04 | 1.96 | 0.05 | Not significant (H ₀ rejected) |
| 2 | Instructors | 280 | 2.34 | 0.87 | | | | | |

Table 3 above shows that at 290 degrees of freedom and 0.05 significance level, the z-test analysis yielded z-cal of 2.04. The z-cal is higher than the z-crit of 1.96, hence the above stated null hypothesis is rejected.

H₀₂: There is no significant difference between the mean scores of administrators and instructors on the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education in Delta state.

Table 4: z-test analysis of the mean scores of administrators and instructors on the ways for planning the provision of instructors for effective implementation of school-based technical and vocational education

| S/N | Respondents | N | \bar{X} | S.D | DF | z-cal | z-crit | Sig level | Remark |
|-----|----------------|-----|-----------|------|-----|-------|--------|-----------|--|
| 1. | Administrators | 12 | 2.49 | 0.75 | 290 | -0.77 | 1.96 | 0.05 | Not significant (H ₀ accepted) |
| 2 | Instructors | 280 | 2.66 | 0.75 | | | | | |

Table 4 above shows that at 290 degrees of freedom and 0.05 significance level, the z-test analysis yielded z-cal of -0.77. The z-cal (-0.77) is less than the z-crit of 1.96, hence the above stated null hypothesis is accepted.

DISCUSSION OF FINDINGS

The ways for planning for the provision of facilities for effective implementation

The findings of the study shows that administrators agreed that the questionnaire items are the ways for planning for the provision of facilities in technical and vocational institutions (mean 2.84, whereas it was disagreed by instructors (2.34). This implies that administrators believed that the itemized statements are the ways for planning for the provision of facilities for effective implementation of school-based technical and vocational education than the instructors. These findings are partly inconsistent with Suraj (2016), who revealed in his study that the school environment his study investigated lacked the necessary equipment for the implementation of school-based technical and vocational education. His study further revealed that the available

equipment is different from the ones currently being used in the relevant occupations. The study of Ebete (2016), also revealed that technical and vocational schools were not adequately planned and provided with enough classroom blocks, workshops and instructional materials. These findings implied that planners and implementers were not fully involved or consulted in the planning process. Adequate involvement and collaboration of these key actors in educational planning will aid discussion and foster effective plan implementation. Tested hypothesis revealed that there is a difference on the mean scores of administrators and instructors on the ways of planning for provision of facilities for effective implementation of school-based technical and vocational education. The hypothesis affirmed the perspective of the administrators and instructors responses to the research question.

The ways for planning for the provision of instructors for effective implementation

The research question two examined the ways for planning for the provision of instructors in technical and vocational institutions. It was discovered that government collaboration with planners and administrators in provision of instructors, teacher, student ratio of one to thirty-five and government partnership with human resources managers in recruiting competent instructors are ways for planning for provision of instructors for effective implementation technical and vocational. It also revealed that educational planners and managers failed to ensure that full-time instructors have teaching qualification. Adequate and quality instructors are one of the most vital components necessary for effective technical and vocational education delivery.

Oragwu (2013) maintained that part of the problem affecting the implementation of technical and vocational education in Nigeria and Delta state in particular is the issue of inadequacies of skilled manpower as well as having them in their right quantity. The Federal Republic of Nigeria in her National Policy for Education (2014) stipulated that teachers in all educational institutions (technical and vocational inclusive) shall be professionally trained. The policy affirms that the minimum qualification for the entry into the teaching profession shall be the Nigerian Certificate in Education (NCE). To this end, it therefore pertinent to call on Delta state Ministry of Education to ensure that educational planners and managers collaborate in technical education planning exercise to ensure that only candidates with teaching qualifications are recruited as full-time instructors in technical and vocational institutions. This will ensure that academic activities thrive in the state's technical and vocational institutions.

CONCLUSION

Based on the findings, the study concluded that involvement of technical planners; educational planners and administrators are ways for planning for provision of facilities and instructors in technical and vocational institutions. Also, technical and vocational institutions are underfunded. This will have grave consequences on the relevance of technical and vocational education as regards to provision of manpower needs of the economy.

Recommendations

Based on the findings, the following recommendations were proffered.

- That government should ensure that workshops in the technical and vocational schools are equipped according to plan.
- Experienced instructors should be invited on a regular basis to teach students technical skills in specific areas of expertise.
- Corporate bodies, government and individuals, should assist government in funding technical and vocational education. This will help to upgrade instructional facilities in the schools, and also provide institutional equipment needed to implement instructional plans.

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