FACTORS HINDERING THE EFFECTIVE LEARNING OF INDUSTRIAL TECHNICAL EDUCATION COURSES IN THE UNIVERSITY OF BENIN

BY

Eshiozogie Hope, BALOGUN
EDU1603723

A RESEARCH PROJECT SUBMITTED TO DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION (B.SC. ED) DEGREE IN INDUSTRIAL TECHNICAL EDUCATION

JUNE, 2021

APPROVAL

I certify that this research is adequate in scope and qualification for the partial fulfillment of award of B.Sc (Ed) degree in Industrial and Technical Education.

_____

S.B ABUSOMWAN
Project Supervisor

CERTIFICATION

This is to certify that the project work was carried out by **Balogun Eshizogie Hope** in the department of vocational and technical education, Faculty of Education, University of Benin, Benin City. We certify that this project is adequate in scope and quality in partial fulfillment of the award of B.Sc (Ed) industrial and technical education.

_____	_____
S.B ABUSOMWAN	**DR. (MRS.) IHENESKHIEN I.**
(Project Supervisor)	**(Project Coordinator)**

_____

PROF. E.O.S IYAMU
Dean, Faculty of Education

Date: _____

DEDICATION

This project is dedicated to my Almighty father, who has never forsaken me, or left me and my honorable, wonderful, beautiful, strong bold, confident parents.

ACKNOWLEDGEMENT

The researcher wholeheartedly want to appreciate my project supervisor DR. S.B. ABUSOMWAN for his direction, corporation and understanding throughout this period of my project work. He want to say a very big thank you sir, for taking deliberate effort to direct and correct me during my project work, with care and love, thank you sir for always taking time to go through my work without complains and showing me the right way to move ahead, I wouldn't have done this project without you, sir u are truly amazing.

The researcher wants to appreciate all in lecturer in faculty of education and the Department of Vocational and technical education in University of Benin, and also lovely parents, you guys have been an outstanding inspiration to me. Getting to this stage in my life has taken a lot of work, but it is nothing compared to how you guys worked and sacrificed for me. You are the number one reason he is where his today. Without your continued support he could have never accomplished so much, thanks for always being there for me during the good and the had. Thanks for supporting and encouraging me to do my best. Most of all, thanks for always believing in me, even when I didn't believe in myself. I am so lucky to have a wonderful parents like you.

He also wants to use this medium in thanking his siblings, Uwuigb Taiye and Uwuigbe Roy. Nothing is better than knowing that he always have an

unconditional, consistent relationship in life. You are his go to when he his experiencing not only his high moments, but his low moments. You know exactly what to say, to make me feel like he has the world in my hands. You push me. You also know what to do and say to pick me up, when he has been pushed and pushed, thank you so much guys the researcher says he loves you guys.

TABLE OF CONTENT

Cover page - - - - - - - - - i

Title page - - - - - - - - - ii

Certification - - - - - - - - - iii

Dedication - - - - - - - - - iv

Acknowledgement - - - - - - - - - v

Table of Contents - - - - - - - - - vi

Abstract - - - - - - - - - - viii

CHAPTER ONE: INTRODUCTION

Background of the Study - - - - - - - - - 1

Statement of the Problem - - - - - - - - - 5

Purpose of the study - - - - - - - - - - 6

Research Questions - - - - - - - - - - 7

Significance of the Study - - - - - - - - - 8

Scope of the Study - - - - - - - - - 9

CHAPTER TWO: LITERATURE REVIEW

Concept of Industrial Technical Education - - - - - 10

Importance of Industrial and Technical Courses at the University Level. - 19

Poor Funding and its effects on the effective learning of Industrial and Technical Education Courses. - - - - - - 23

Lack of Qualified Manpower's and its effects on the effective learning of Industrial and Technical Education courses - - - - - - 25

Inadequate Facilities and Instructional Materials and its effects on the effective learning of Industrial and Technical Education courses. - - - 26

Students Poor Learning Attitude and its effects on the effective learning of Industrial and Technical Education courses - - - - - 27

Summary of Literature Reviewed - - - - - - - 29

CHAPTER THREE : RESEARCH METHODOLOGY

Design of the Study - - - - - - - - - 32

Population of the Study - - - - - - - - - 33

Sample and Sampling Technique -- - - - - - - 33

Instrumentation - - - - - - - - - - 33

Validity of the Instrument -- - - - - - - - 34

Reliability of the Instrument - - - - - - - - 34

Method of Data Collection - - - - - - - 34

Method of Data Analysis - - - - - - - - - 35

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

Analysis - - - - - - - - -36

CHAPTER FIVE: SUMMARY, CONCLUSION AND POLICY RECOMMENDATIONS

Summary - - - - - - - - - - -48

Conclusion - - - - - - - - - - -49

Recommendations - - - - - - - - - -50

Questionnaire - - - - - - - - - -69

Bibliography - - - - - - - - - - -

ABSTRACT

This study was carried out to identify the challenges of students teachers during teaching practice. Four research questions were raised in the study, they include; what is the effect of poor adherence of teaching practice duration by student teachers in University of Benin, what extent does insecurity in posted schools affects students teachers in University of Benin what is the effect of poor physical working condition on the performance of student teachers in University of Benin.

Related literatures were reviewed to gather information and eminent scholar's view on the variables under study. The descriptive survey design was adopted in the study. The population of this study consist of 2,031 students from the 8 departments in Faculty of Education, University of Benin, Edo State. A total of seventy (70) randomly selected 300 and 400 level students across seven (7) departments in the faculty of education form the sample for the study. Descriptive statistics using frequency, percentage, and mean in tables were used in the data analysis of the study. Base on the finding it was discovered that there is an effect of poor adherence of teaching practice duration by student teachers in University of Benin, Insecurity in posted schools affects student teachers in University of Benin during teaching practice programme, majority encountered the problem of late posting and therefore of the opinion that there is an effect of late posting on the performance of students teachers in University of Benin.

Poor physical working conditions such as non-conduciveness of the environment, lack of equipment in the laboratory, non-availability of staffrooms for students teachers, and the absence of instructional materials for teaching in the posted schools have an effect on the performance of student teachers.

TABLE OF CONTENT

Cover page - - - - - - - - - i

Title page - - - - - - - - - ii

Certification - - - - - - - - - iii

Dedication - - - - - - - - - iv

Acknowledgement - - - - - - - - - v

Table of Contents - - - - - - - - - vi

Abstract - - - - - - - - - - viii

CHAPTER ONE: INTRODUCTION

Background of the Study - - - - - - - - - 1

Statement of the Problem - - - - - - - - - 5

Purpose of the study - - - - - - - - - - 6

Research Questions - - - - - - - - - - 7

Significance of the Study - - - - - - - - - 8

Scope of the Study - - - - - - - - - 9

CHAPTER TWO: LITERATURE REVIEW

Concept of Industrial Technical Education - - - - - 10

Importance of Industrial and Technical Courses at the University Level. - 19

Poor Funding and its effects on the effective learning of Industrial and Technical Education Courses. - - - - - - 23

Lack of Qualified Manpower's and its effects on the effective learning of Industrial and Technical Education courses - - - - - - 25

Inadequate Facilities and Instructional Materials and its effects on the effective learning of Industrial and Technical Education courses. - - - 26

Students Poor Learning Attitude and its effects on the effective learning of Industrial and Technical Education courses - - - - - 27

Summary of Literature Reviewed - - - - - - - 29

CHAPTER THREE : RESEARCH METHODOLOGY

Design of the Study - - - - - - - - - 32

Population of the Study - - - - - - - - - 33

Sample and Sampling Technique -- - - - - - - 33

Instrumentation - - - - - - - - - - 33

Validity of the Instrument -- - - - - - - - 34

Reliability of the Instrument - - - - - - - - 34

Method of Data Collection - - - - - - - 34

Method of Data Analysis - - - - - - - - - 35

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

Analysis - - - - - - - - -36

CHAPTER FIVE: SUMMARY, CONCLUSION AND POLICY RECOMMENDATIONS

Summary - - - - - - - - - - -48

Conclusion - - - - - - - - - - -49

Recommendations - - - - - - - - - -50

Questionnaire - - - - - - - - - -69

Bibliography - - - - - - - - - - -

CHAPTER ONE

INTRODUCTION

Background of the study

Education is a general term which refers to an exercise that engages every one. It is a process of enabling individuals to live as useful and acceptable members of a society (Aigbepue, 2011) according to Igbinedion & Ojeaga (2012) education is a veritable means of progress for nations and individuals. Also, Okebukoka (2012) opined that education is a process of updating the knowledge and skills of the individual that will be useful to himself or herself and to the community, education plays an important role in the socio-economic development of a nation. Often, government commit huge investments to education projects and programme in order to realize its intended benefits. Education has for long been recognized and accepted as a panacea for Nigeria ills and woes particularly, in the case of higher education. Stupendous amount of money and the other resources, even though inadequate, are expended on the University Annually. Unarguably, all stakeholders look up to the universities as the nations beacon of hope, light and civilian. For this reason, over 50 public universities are springing up all over the nooks and crannies of the country (Ejiogu & Onyene, 2006). Nigeria's philosophy of education is aimed at education that foster the worth and development of the individual, for each individual , for each individual sake and for the general

development of the society and there is need for empowerment so as to break the chains of poverty for necessary liberation.

Industrial technical education programs are designed to provide specialized skills related to a variety of occupations. Emphasis is placed upon employability skills, state and national skill standards and student transition to postsecondary education or the work place. The content of I ndustrial technical education is organized around four distinct programs: Communication, Construction, Manufacturing, Automobile, Masonry, Industrial automation, welding and transportation etc. the programs are intended to be relevant to the modern workplace as related to technology, academics, skill standards and technical skills.

Maja (2000), opined that the National Board for technical Education (NTBE), established in 1985, gives recognition to three broad classifications of technical institutions and their different mission in meeting the needs of their society. The three groups of institutions are vocationa schools, technical colleges and polytechnics/colleges of technology/college of education (technical) to provide a base for technological take off of this country. The learning of industrial technical eeducation courses in tertiary institutions in Nigeria is faced with various challenges which have affected technical education programs in the various part of the country. According to Ibeneme (2007), Nigeria does not seem to accord industrial technical the attention it deserves. In support, Nwogu & Nwanoruo

(2011), stated that the challenges of technical education are numerous, which include lack of skilled manpower; acute shortage of industrial technical teachers; and poor funding.

In same vein odu (2011) stated that, some of the challenges of Human Capital Development include inadequate funding: poor workshop organization; and inadequate instructional materials. Other challenges as posited by Okebukola (2012), include teachers inadequacies; funding inadequacies; gross inadequacies in facilities; harsh and intimidating lecture room: poor quality preparation by industrial technical education lecturers; resource inadequacy; unhealthy classroom, shortage of equipment; and social vices. Ozioma (2011) posited that the Federal Government of Nigeria wants technical education to occupy a prominent postion in our schools, but Nigerian schools pay little or no attention to technical vocational education and training; teachers and students seem not to understand what it is all about and consequently develop some contempt and aversion to technical courses and subjects which now made teachers and students not to be interested in the programmes. The challenges of learning industrial and technical education courses. In Nigerian universities are synonymous with the problems of technical (TVET) in Nigeria and also that of general education in Nigeria. Ayonmike (2013) citing Egwu (2009) posited that some of the major challenges of the Nigerian University system includes, institution related factor such as unstable academic calendar,

inadequate collaboration between tertiary institutions and organized private sector, inadequate and obsolete infrastructure and equipment, for example poor equipped technical vocational education and training (TVET) workshop and libraries, dilapidated classroom blocks, and weak support structure for students Industrial Work experience scheme (SIWES); Human resource related problems such as brain, human capital flight, unattractive condition of service for teachers, and shortages across broad.

Government related challenges such as inadequate funding of tertiary institutions, student related challenges such as cultism, examination malpractice, social and academic vices (Egwu, 2009) in Ayonmike, (2013). However, Udoka (2010), opined that the major challenge is funding. Similarly, Yusuf & Soyemi (2012), opined that inadequate funding is one of the problems of learning industrial technical education courses in Nigeria institutions. In support, Okoroafor (2010), noted thatn some of the problems of implementing technical vocational education and training (TVET) curriculum include, lack of sponsorship; inadequate infrastructure; inadequate timing; and lack of reward for excellence. Mohammed (2005) in Ayonmike (2013), one of the problems of TVET in Nigeria is the lack of motivated teachers and the reason for this lack of motivation could easily be traced to the low esteem of the teachers.

Similarly, lilly and efajemue (2011) reported that there are many challenges worthy of attention. Some of these challenges include, poor plannings obsolete curricular/infrastructure very low evolvement, very poor teaching learning environment, and poor quality of staff, poor library facilities, poor/ill equipped laboratories and lack of political will. However, the factors hindering the effective learning of industrial technical education courses might not be different, thus it against this background the study investigate the problems hindering the effective learning of industrial technical education course in Nigeria University.

Statement of the problem

1. In spite of the importance and relevance of industrial technical education in training and production of highly skilled, competent and sell reliant middle level manpower for the nations economic and technological growth, technical attitude influence on performance in technical skill acquisition among formal technical trainees. Education has suffered societal apathy since inception which is still not different from what we have today (Odu, 2011). The teaching and learning of industrial and technical courses or career jobs ought to be learnt with the best teaching methods for effective result. No nation can produce technical manpower required for effective industrialization when the industrial personnel are traineed outside the correct pedagogical approach. Technical education graduates could not only

be employed but be self employed. They are trained to become industrialist and entrepreneurs. Thus, Obiekezie & Onyechi (2010) agreed that the key driver toward industrialization is when technical education is given appropriate pedagogical approach. Unfortunately, the performance of university undergraduate students leraning industrial technical education course in recent time has been very poor. The university administrators are worried over this development and that it will not only produce half-baked graduates, but also hinders the main objective of industrial technical education in the area of producing high skilled technician which the country is in dire need of, especially in this time when the nation is experiencing economic depression and youth unemployment is rapidly increasing. It is against this backdrop this study investigates the factors hindering the learning of industrial and technical education courses in the University of Benin.

Purpose of the study

The main purpose of the study is to identify factors hindering the effective learning of industrial technical education. Specifically, the study intend to find out.

1. If poor funding hinders the learning of industrial technical education courses in the university.

2. If lack of qualified lectures/instructors/technicians hinders the learning of industrial technical courses in the University
3. If inadequate of workshop personnel and instructional materials for practical lessons are adequate for the effective learning of industrial technical couses in the University.
4. If lack of power (electricity) hinder the effective learning of industrial technical courses in the University
5. Whether students poor learning attitude hinder the effective learning of industrial technical courses in the University.

Research Questions

The following research question were raised to guide the study:

1. Does lack of funding hinder the learning of industrial technical education courses in the university?
2. Does lack of qualified lecturers hinder the learning of industrial technical courses in the university?
3. For what extent are the workshop personnel and instructional materials for practical lessons adequate for the effective learning of industrial technical courses in the university?
4. Does lack of power (electricity) the hinder the effective learning of industrial technical courses in the university?

Significance of the study

The findings of this study will be immense benefits to the following:

National University Commission, (NUC) Federal and State Ministry of Education, School administrators, lecturers, students, and future researchers.

However, the findings of the study will expose the various factors hindering the effective learning of industrial technical education courses in Nigeria Universities which will enable government and other stakeholders to tackle the problem.

Furthermore, the outcome of this study is expected to help expand the frontiers of knowledge by contributing to existing literature in the area. The data generated will serve as a base line data for further research in the area.

It will therefore provide the basic information or serve as reference materials for further research in the area.

In addition, the study is designed to elicit the various factors that hinders students effective learning and performance in industrial technical skill acquisition. It therefore presents a prototype for controlling poor performance in formal technical trainees and highlights the factors that propagate students positive attitude towards technical work. Moreover the findings in this study will add to the knowledge base on the factors hindering the effective learning of industrial technical education which will be useful in different disciplines in academic field especially in technical education.

Scope of study

This study will be delimited to all the regular undergraduate students studying industrial technical education course from 100 to 400 level till date in the University of Benin, Benin City. The study will focus specifically to ascertain whether poor funding hinders the learning of industrial technical education courses in the University. Find out if lack of qualified lecturers/instructors/technicians hinders the learning of industrial technical courses in the University. As well as determine if lack of power (electricity) and students poor learning attitude hinder the effective learning of industrial technical courses in the University. So as to explore ways in which these problem could be solved.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of relevant and related literature to this study. It shall be discussed under the following sub-headings.

- Conceptualizing industrial and technical education
- Importance of industrial and technical courses at the university level.
- Poor Funding and its effects on the effective learning of industrial and technical education courses.
- Lack of qualified manpower's and its effects on the effective learning of industrial and technical education courses.
- Inadequate facilities and instructional materials and its effects on the effective learning of industrial and technical education courses.
- Students poor learning attitude and its effects on the effective learning of industrial and technical education courses.
- Review of related empirical studies
- Summary of literature reviewed.

Conceptualizing industrial and technical education

Industrial technical education programs are designed to provide specialized skills related to a variety occupations. Emphasis is placed upon employability skills, state and national skill standards and student transition to postsecondary education or

the work place. The content of industrial education is organized around four distinct program organizers communication, construction, manufacturing and transportation. The programs are intended to be relevant to the modern workplace as related to technology, academics, skill standards and technical skills. Students exiting secondary industrial education programs should be prepared to enter the workforce at the entry level with marketable job skills. However, it must be relized that additional education beyond high school is necessary in order to obtain and maintain higher level skills required by employers. Educators must be made aware that the academic demands of the workplace are high than ever. The utilization of high technology in all career fields has continued and will continue to raise the academic skills required in addition too new and more advanced technical skill requirements.

Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving. The study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. In the light of this, vocational and technical education is the preparation of individuals to acquire practical.

Skills as well as basic scientific knowledge, it provides skilled manpower, for the world of work, that is increasing the workforce in the country, individuals with

specialized skill as offshoots of efficient vocational and technical education as they are trained, equipped with workable practical/skills, knowledge, aptitude and competencies required in specific occupations.

Okorie and Ezeji (1991) highlighted that the theories of vocational and technical education is based on the acquisition of requisite skills which is a means of increasing the productive power of a nation. Gills (1999) emphasized that the weather or poverty of any nation depends on the quality of higher education. This goes further to buttress the fact that those with productive skills and tendency for learning can achieve all they are set top achieve and gain fulfillment in all their endeavor. According to Okolocha and lie (2005) "Vocational education programs focus on the acquisition of appropriate skills, abilities and competencies as necessary equipment for the individual to live in adapt to the real work situation and contribute to the development of his society. Vocational and technical education assist all young people to secure their own future by enhancing their transition to a lot of opportunities after school.

Vocational and technical education can be seen as an aspect of education which utilizes scientific knowledge in the acquisition of practical and applied skill in the solution of technical problems. It is the process of acquiring attitude, knowledge, competencies relating to occupations in various factors of economics and social life (UNESCO 1988). Vocational and technical education has also been described

by Udoye (2005) as the education that prepares students mainly for occupations requiring manipulative skills and is designed to develop skills, abilities, understanding, attitude and work habits needed for useful and productive basis. It therefore means that vocational and technical education is that type of education that needs the inculcation of practical skills into recipients so that they will be able to practice experiences, they acquired in real life situations. This can provide employment for its recipients.

Fafunwa, (1974) described technical and vocational education as an important practical skill development program designed to equip persons of trainable qualities with skills that employers of labor want in the industries, in fact, it is considered as the launching pad for technological development, yet it had a very slow take off in the history of education in Nigeria. To a great extent, the image of this type of education has greatly affected its popularity. Beal (1976) observed that for long, vocational and technical education has been for someone else child, therefore relegated to the bottom or the national education priority list. The program was stereo- typed and seen as designed for the less privileged in the society. Vocational education is an area of study designed for the redevelopment of skills, attitudes and appreciation needed by workers to enter into and progress successfully in a chosen vocation. Olaitan (1998) also, Eya (2001), stated that it is a preparation for occupation endeavors in agricultural education and business

education. This means that vocational education is a training that equips leaners with the knowledge and skills in the productive, distributive, and service industries for self or paid employment, vocational technical education can also be regarded as the education that enables one to acquire knowledge and skills in the vocational and technical areas to systematically solve human or societal problems (Okwo, 2000).

This type of education train and prepares its recipients for the world of work. It lays great emphasis on skill acquisition and development to meet the human resources required in the world of work. Vocational and technical education refers to that integral part of general education (FRN, 2004:30). Including the Junior Secondary School, the senior secondary school and technical education obtained in polytechnics, monotechnics, and colleges of education (technical) and in the universities. Osuala (1998) viewed this type of education as a training intended to prepare the student to earn a living in an occupation in which success is dependent largely on technical information and on the understanding of the laws of science and technology as applied to modern design, production, distribution, and services. From the foregoing.

Vocational education can be described as an aspect of education which is concerned with, the preparation of skilled manpower. It is the form of education, training that is directed towards developing the students to become productive,

employable or in self employment. It is therefore the bedrock in which a countrys socio-economic, technological and cultural advancement must be built (Idialu, 2007) also, vocational education, enhances opportunities for all types of learning, it has the function of providing qualified manpower demanded by changing the individual and enabling him to use complex technology.

According to Udo (2004) technical vocational education is designed to develop skills, abilities, understanding, attitudes, work habits and appreciation that confers knowledge needed to enter and make progress in employment on a useful and productive basis. Vocational technical education (VTE) has been described as tha form of education, which equips its recipients with the knowledge and skill necessary for transforming the findings of science into goods and services for the benefit of humanity (Raji, 2006) shimare and sallah (2005) described VTE as a vital instrument for changing and managing the environment recourses for technological, political, social and economic advancement of a nation. VTE is offered in technical colleges, polytechnics, Monotechnics and universities in Nigeria.

The objectives of VTE are:

i. Provide trained workforce in the applied sciences, technology and business, particularly at craft and technical levels.

ii. Provide the technical knowledge and vocational skills necessary for agriculture, commercial and economic development

iii. Give training and impart the necessary skills to individuals who shall be self reliant economically (Federal Republic of Nigeria, 2004).

According to Famiwole and Okeke (2013), Technical Vocational Education and training (TVET) is that form of education whose primary purpose is to prepare an individual for employment in a recognized occupation. Thus, federal government of Nigeria (2013) defined technical education as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economics and social life. But the pedagogical applications in obtainable in teaching technical education are general education based. That is why we do not have competent graduate selflessly handle technological project to finish. The curriculum of technical education in the views of Ogwo and Oranu (2006), paprokova (2013) would be adjusted with teaching pedagogies that best provides a sound prerequisite of getting job after graduation become sell reliant of self-actualized indeed.

Technical vocational education and training TVET is a specialized education designed to empower learners through the development of their technical skills,

human abilities, cognitive understanding, attitudes and work habits in order to prepare learners adequately for the world of work or positioned them practically of self employment after graduation (Winer, 2000, Oni, 2007). However, BAdawi (2013) noted that UNESCO and International Labour Organization Unanimously defined TVET as. “A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”.

Considering the importance of TVET to national development, it has attracted different names such as technical (IE), Vocational Training (VT), and Vocational Education and Training (VIE), Technical and Vocational Education and Training, Occupational Education (OE), Apprenticeship lralning (A1), and Career and technical education (CTE) in education research literature (Wahba, 2010, Ladipo et al., 2013). The Ministry of Education has consistently articulated its commitment to TVET in the national policy on education (NPE) because of the prospects of poverty eradication, job creation, sustainable development and actualization of the transformation agenda (Oweh, 2013, ladipo et al, 2013).

Apart from poverty reduction potential of TVET, its effective implementation could also serves as instrument for curbing social exclusion, where cost of higher

education is out of the research of the majority and as antidote for youth unemployment, where the labour market is saturated (ETF, 2005). Furthermore, Maclean (2011) asserts that TVET if well positioned could play multi dimentionsional roles of stimulating economic growth, social development, improving conventional educational, empowerment, wealth creation, poverty reduction and skills enhancement. In a nation with recurring incidences of youth restiveness, TVET is well suited to help youths and adults become self dependent and self reliant, while for those working in the industry, TVET is helpful in the areas of skills enhancement, mitigation of high job turnover and risks of obsolescence (Okolocha, 2012).

As laudable as the philosophy of TVET is, it is misconstrued by different people in society. The parents and wards view vocational education as a form of education designed for drop outs and those found to be less low quality education suitable for the less privileged students or second class citizens (Okolocha, 2012). According to Amodu (2011), the issue of negative perception of TVET is not limited to parents and ordinary Nigerians, the policy makers are equally not immune from negative impression about vocational education. The implication of negative perception of TVET is threefold: (a) low societal estimation of TVET in the society (b) gross gender imbalance in TVET implementation, and (c) inadequate human, material and financial resources for TVET institutions. Haven explained

the meaning of TVET and its socio-economic impacts on the society, the next sub-section operationalizes the term quality assurance.

Importance of Industrial and technical courses at the University level

Yole (1986) reported that occupational areas within which vocational and technical educational education subjects fall largely into are: Agriculture, Home economics, Business and mechanics, capacity, countering, arts etc. however, agriculture and carpentry remain improper choices because they do not attract much interest amongst the students. Anyakoha (2000) emphasized that Home economies is a unique and dynamic field of study. Its central theme is the improvement of lives of individuals, field of study that draws knowledge from many disciplines including science and humanities in order to fulfill its objectives. Bing a vocational subject that focuses on the welfare of individuals, families and societies, home economies contributes meaningfully to the solutions of the problems of the society suh as unemployment, poverty and malnutrition (Olcitan 2000). Osuala (1992) also stressed that Home economics as a vocational subject is required to equip the learner with the knowledge of skill and attitude necessary for threw effective management of the home, it requires skills, wisdom, dedication, care, intelligence, unusual patience and very strong power of observation and imagination.

According to Dike (2005), vocational education and training “prepares learners for careers that are based in manual or practical activities, traditionally non-academic

and totally related to a specific trade, occupation or vocation. “in other words, it is in education designed to develop occupational skills. Vocational and technical education designed to develop occupational skills. Vocational and technical education gives individuals the skills to live, learn and work as a productive citizen in a global society’ (chaedar, 2002).

The provision of vocational and technical schools has a long history. Before the industrial revolution (between 1750 and 1830) the home and the apprenticeship system” were the principal sources of vocational education. But societies were later forced by the decline of handwork and specialization of occupational functions to develop institutions of vocational education (Dufty, 1967). Manual training that involves general instruction in the use of hand tools was said to have developed initially in scandinavia (Dike, 2004). However, vocational education became popular in the elementary schools in the United States after 1880 and developed into courses in industrial training, bookkeeping, stenography, and allied commercial work in both public and private institutions. As the columia encyclopedia (2001) noted some of the early private trade schools in the United State include cooper union (1859) and pratt institute (1887), the Hampton Institute (1868) and Tuskegee institute (1881). The agricultural high school (1888) of the University of Minnesota was the first regularly established public vocational

secondary school that introduced extensive public instruction in agriculture. (Chaedar, 2002).

The number of public and private vocational schools has greatly increased in the United States since 1900. There was an impetus on vocational education during world war II (1939-1945) when the armed services had great need for technicians that the civilian world could not supply. There was a further upsurge on vocational training from the servicemen's readjustment act of 1944 (The G.I Bill of Rights), which allowed world war II veterans to receive tuition and subsistence during extended vocational training there was also the manpower development training act (1962), the vocational education act (1963), and the vocational education amendments (1968) and the carl D. perkins vocational and applied technology act (1984). These programs help to improve the nation's workforce and ensure that vocational training is available for economically (and physically) challenged youths.

While technical and vocational education has continued to thrive in many societies Nigeria has neglected this aspect education. Consequently, the society lacks skilled technicians: bricklayers, carpenters, painters and auto mechanics; laboratory and pharmacy technicians, electrical/electronic technicians and skilled vocational nurses etc). the hospital are no longers a place where people go to their ailments treated, but a place they go and die. Tales about of how people die during surgeries

and out of minor ailments. And the halt baked roadside mechanics in the society cause more harm to vehicles when contracted to service vehicles, and because of poor training some of the commercial drivers have sent many people to their early death. The shabby performance of Nigeria's house builders (mason/bricklayers, etc) is no longer news. For that individual with important projects now use competent technicians from neighboring countries. This is not to mention the havoc the poorly trained technicians have caused in the power sector. Nigeria's spotty electricity supply is the greatest bottleneck to national development. And toiling all day in the field with knives, hoes and shovels would not feed the nation's 140 million people. Mechanized farming requires technical skills that could be obtained in technical and vocational schools. Every facet of the economy has been affected by lack of skilled technicians. The financial sector lacks technicians to regulate the banks and to develop financial software to properly tackle the rising fraudulent activities in the banking sector.

Poor Funding and its effect on the effective learning of industrial and technical education courses

Inadequate funding has been a very serious problem in the effective implementation of teaching and learning in vocational and technical education. Oguntoye (2001) emphasized that, since vocational education is not accorded much recognition by general educators in this country, it naturally follows that

only meager resources are allocated to it at every level or vocational education in Nigeria, enough funds are never allocated to it for acquiring the right environment. Due to inadequate funds, it becomes difficult to purchase and procure laboratory equipment and materials vocational/technical education, accommodation, training program, for teachers infrastructure and services. All the above problems border on inadequate funding and commitment on the part of government, and this is bound to affect the efficiency of the products and the program,

Furthermore, TVET experienced fall in quality on account of poor funding from government and other stakeholders in Nigeria. King (2011) reported that in several countries of the world, funding/financing of TVET has been very low; the case is worse in developing nations despite increasing awareness about the importance of TVET. Empirical finding on funding for TVET from Pakistan indicated that 75% of the respondents were of the opinion that TVET is grossly underfunded, 20% replied that TVET is well funded and 5% of the respondents maintained a neutral viewpoint. The result above is a common feature in developing nations. In Nigeria, TVET is challenged by paucity of funding from government and donor agencies (Ladipo e al, 2013). Whereas, huge budgetary allocation is appropriated to security, defense and administration by the government to the detriment of education sector (Adebakin and Raimi, 2012). Consequently, quality and standards in the educational institutions have been compromised because of lack of adequate

funding; a development which stifles the capacity of institutional authorities to meet their teaching, research and infrastructural needs (Oladipupo et al, 2007, Onyesom and Ashibogwu, 2013). It was this realization that informed the deliberate inclusion of funding as a key quality assurance indicator in several working papers (UNESCO, 2002; ETF, 2012; reliance services, 2012). Educational institutions have failed to actualize the set goals and objectives because political elites starved education of funds. The disbursement of funds is a critical component to the perpetuation of social inequalities. Despite increasing awareness of the importance of TVET, funding has been a big issue (king, 2011). To resolve this state of affairs, the education sector must undergo a fundamental restructuring in order to redress the issue of funding with a view to creating equal opportunities for all students irrespective of social status (Kendall, 2010).

Lack of qualified Manpowers and its effect on the effective learning of industrial and technical education courses.

There is a severe shortage of vocational and technical education teachers to man, the program in the schools, the need for qualified teachers in this field of study is very necessary in order to ensure employment and self employment for the teaming youths who go about looking, for white collar jobs. The implication for this is that people who do not acquire training in vocational technical education drafted in some situations to teach vocational/technical education courses. Mkpa

(2005) assets that no educational program can succeed without an adequate crop of committed teachers. The objective of vocational education cannot be achieved in the face of gross inadequacy of teachers, it is obvious from his data that non vocational subject teachers are being conscripted to teach vocational subjects in schools and this may have been responsible for the poor performance in school certificate examination.

The quality of training in this program is low due to much emphasis being laid on theory and cortication, rather than on skills/competency acquisition and protesting testing. This is besieged with inadequate training of instructors, obsolete equipment lack of experts to operate equipment, lack of instructional materials, lack of quality class space and instructors all these are factors that leads to ineffectiveness of training in attaining the desired knowledge and skills expected.

Inadequate facilities and instructional materials and its effects on the effective learning of industrial and technical education courses

Infrastructure as described by Ehiametalor (2001) are the operational inputs of every instructional program and they constitute elements that are necessary for teaching and learning e.g buildings, laboratories, machinery, furniture and electrical fixtures. Infrastructure represent the empirical relevance of the totality of school environment for the realization of school business. He identifies the following as components of infrastructures: landscape, playgrounds, buildings,

classrooms, library, laboratory blocks, sick bays, toilets, hostels, administrative blocks and so on, utilities such as electricity, pipe-borne water, and security facilities walls (fences) gates, telephone and information technology system. It also includes the basic systems and services that are necessary for smooth organization of buildings, transport, water, power supplies and administrative systems. To a large extent the issues discussed above are lacking in our educational institutions, classes are overcrowded, libraries, offices, estates, hostel etc. the shortage of equipment and facilities can hinder quality of teaching and learning, quality reduces when the facilities required for imparting and learning are not provided. Olaitan (1996) remarked that the condition under which vocational and technical education is imparted is poor, most secondary and tertiary institutions lack equipment for training, lack workshops and workshop facilities, have ill equipped laboraties and libraries. Students in this program are supposed to be exposed to a work environment while in school to enable them not in and outside the school environment. These acute shortage/lack of infrastructure equipment e.g. machinery, laboratoris, tools, is a result of successive government in Nigeria starving vocational and technical education of funds leading to poor or lack of laboratories, workshops, and training facilities. This situation, has affected the production of skilled manpower, useful for employment and nation building from the foregoing, the lack/deterioration of infrastructure in schools cannot in any way guarantee

effective delivery of technical and vocational education. It was observed that in some schools, workshop equipment are not spaced enough to accommodate students they are either crowded together or are outside the workshop during practical work which is improper for any meaningful academic work.

Students poor learning attitude and its effects on the effective learning of industrial and technical education courses.

Lawal's (2012), study observed that students in rural area have higher disposition towards technical education than their counterparts in the urban settings. However in both cases the study revealed that there was disproportionate relationship between students' performance and their interest in technical education. Major influential factors affecting the attitude of the students towards technical/vocationa subjects observed by Azubuike (2011) were interest, gender, socio-economic status, qualification of teachers/instructors and guidance counselors. People are attracted or repelled to something by the concerning that thing. What determines whether one will be attracted, get the best make good representation of an experience is attitude. Attitude is an individual attribute can de developed, influenced and changed over time. Researchers have shown that attitude plays a very vital role in learning processes (Joyce & Farenga, 2000; Oshorne, Simon Collins, 2003; Altinok, 2004; Sabellah, 2010, Anwer, 2012). According to Mwamwenda (1995) students' performance in a particular subject is determined by their attitudes not

ability to study. A number of studies on students attitude and academic achievement correlation found in literatures showed positive relationship (Aremu, 1998; Cheung 2009; Njuguna (as cited in Sabellah, 2010); Rana 2002; Papanastasious & Zembylas, 2004; Fraster & Fisher (as cited in Fraser & Tobin, 1998); Myint & Goh, 2001; Chui-seng, 2004; Mucherah, 2008; Akpinar, Yildiz, Tatar, Ergin, 2009).

These studies elicited information such as academic workload, teacher, qualification, classroom environments, students gender socio-economic status as factors that influences student attitude and hence performers (Orododio as cited in sabellah, 2010); Ndonga (as cited m sabellah, 2010); Otami, 2012; Fraser & Fisher (as cited fraser & tobin, 19S), Myint & Goh, 2001: Chui-seng, 2004; Mucherah, 2008; Neathery 1997). Both positive and negative attitude have strong impact on the success of a subject learnt (Mordi 199). Negative attitude developed by an individual towards a subject reduces the chances of good performance of such individual in that area (Sabellah, 2010). Negative attitude could make a learner activeresist instructions wich according Haimowitz (as cied in Mbugua, Kibet, Muthaa, & Nkonke, 2012) causes most failure in schools. Depalo & Mclearen (2006) observed a strong tie between negative attitudes and poor performance in examination. Similarly, maundu (as cited inn sabellah, 2010) observed that poor achievement may lead to development of poor attitude towards learning conversely,

good performance breeds positive interest in a particular subject (Aremu, 1998). Understanding of students attitude is important in supporting their achievement and interest towards a particular discipline (Gul & Arsad, 2012). Some students seems not to enjoy technical works, other see technical works periods are boring a course of study for less intelligent students hence there is no need to serious about it.

Summary of Literature reviewed

The review has been quite revealing and instructive. The review can be summarized as follows:

Industrial technical education programs are designed to provide specialized skills related to a variety of occupations. Emphasis is placed upon employability skills, state and national skill standards and student transition to postsecondary education or the work place. The content of industrial education is organize around four distinct program organizers: Communication, construction, manufacturing and transportation. Technical and vocational education is used as comprehensive term referring to those aspect of the educational process involving the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. In the light of this, vocation and technical education is the preparation of individuals to acquire practical skills as well as basic scientific

knowledge, it provides skilled manpower for the world of work, that is; increasing the workforce in the country, individuals with specialized skill as of shoots of efficient vocational and technical education as they are trained, equipped, with workable practical/skills, knowledge, aptitude and competencies required in specific occupations.

In spite of the importance and relevance of industrial technical education in training and production of highly skilled, competent and self reliant middle level manpower for the nations economic and technological growth. Technical attitude influence on performance in technical skill acquisition among formal technical trainees education has suffered society apathy since inception which is still not different from what we have today. From the review above, the factors hindering the effective learning of industrial courses in the universities includes: inadequate human and material resources in terms of quality and quality, poor funding, inadequacies, in infrastructural facilities and poor attitude of students towards effective learning of industrial and technical education.

CHAPTER THREE

METHODOLOGY

This chapter explains the procedures that were adopted for this study, and it is presented under the following sub-headings:

- Design of the study
- Population of the study
- Sample and sampling technique
- Instrumentation
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

Design of the study

A descriptive survey research design was used to investigate the factors hindering the effective learning of industrial technical education courses in the University of Benin. A descriptive survey is a type of research that is concerned with the description of present situation or of event through careful observation and accumulation of data in order to identify and describe attributes of particular situations or in events in the real world (Ehiametalor & Nwadiani, 1993). The

design will assists the researcher to draw responses from the population and use their responses to generalize on the whole.

Population of the study

The population of the study comprises of one hundred and four (104) full-time undergraduate students for 2018/2019 academic section who are study industrial and technical courses in University of Benin, Benin City till date.

Sample and sampling technique

The researcher used all undergraduate students currently studying industrial and technical education courses in the department of technical and vocational education from 100 to 400 levels 104 undergraduate students were used for the study. There was no sampling because the population is manageable.

Instrumentation

The major instrument for data collection in the study was the questionnaire. The questionnaire title **"Factors Hindering the Effective Learning Of Industrial Technical Education Courses In The University Process Questionnaire (FELITECNUPOY)"** was designed in two sections; Section A and B, Yes or No, Section A was meant to collect data on the demographic characteristics of the respondents such as settlement, sex, occupation and educational level. While Section B was designed to reflect items on four point rating scale of Very High

Extent (VHE), High Extent (HE), Low Extent (LE), and very low extent (VLE) that would enable the researcher answer the research questions stated for the study.

Validity of the Instrument

The instrument was validated by the supervisor of this work and two lecturers in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City. Their comments and suggestion was incorporated in the final version of the instrument.

Reliability of the instrument

To determine the reliability of the instrument, the test-re-test technique was adopted. Twenty (20) copies of the instrument was administered to the respondents who were not part of the target population. After a time lag of two weeks the instrument was re administered on the same group of respondents. Thereafter, their responses on the two occasions was collated and correlated using cronbach alpha formula to determine its reliability, it yielded r-value of 0.76

Method of data collection

The research instrument was personally administered by the researcher with the assistance of two research assistants who were undergraduate students of the University of Benin. Whenever necessary, explanation will be offered to respondents to enable them react to items in the questionnaire in order to be able to collect the desired data for the study.

Method of data analysis

Data collected for the study was analyzed using descriptive statistics such as frequency count, simple percentage, mean (x) and standard deviation (SD). Any calculated mean equal or greater than 2.50 was regarded as high extent, whereas any calculated mean below 2.50 was considered as low extent.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF RESULTS

This chapter presented and analyzed the data collected in the study. The data were presented and analyzed according to the research questions.

Presentation of results

Analysis of research questions

The decision is that any items with a mean rating 2.50 and above is regarded as high extent while items with means ratings of 2.50 and below are regarded as low extent.

Research Question One

Does lack of finding hinder the learning of industrial technical education courses in the University?

Data collected in respected of this respect question is resented in table 5.

Table 5: Mean rating industrial technical education students on the extent lack of funding hinder the learning of industrial education courses in the University of Benin (N=104).

S/N	ITEMS STATEMENTS	MEAN(X)	SD	REMARK
1	Industrial and technical education is grossly underfunded	2.75	1.97	HE
2	Inadequate funds has made it impossible to purchase infrastructural facilities.	2.56	1.79	HE
3	Due to inadequate funds, it becomes difficult to purchase and	2.75	1.71	HE

	procure laboratory equipment and materials.			
4	Due to inadequate funds, it becomes impossible to organize training programs and accommodation for teachers/instructors.	2.66	1.67	HE
5	Inadequate funds affects the efficiency of the products and the program	3.43	1.85	HE
	Grand mean	2.83		

The data in table 5 indicate the respondents mean rating on the extent lack of fund hinder the learning of industrial and technical education University of Benin. All the items have the mean rating above 2.50. with the grand mean of 3.10, it means that the respondents generally agreed that the lack of fund hinders the teaching and learning of industrial and technical education in University of Benin to a high extent.

Research Question Two

Does lack of qualified lecturers hinder the learning of industrial and technical education courses in the University?

Data collected in respect of this research question is presented in table 6.

Table 6: Mean rating of industrial technical education students on the extent lack of qualified lecturers hinder the learning of industrial technical education courses in the University of Benin (N=104).

S/N	ITEMS STATEMENTS	MEAN(X)	SD	REMARK
1	There is a severe shortage of industrial and technical education instructors to man the programs in the University	2.86	1.87	HE
2	People who do not acquire training in industrial and technical education are drafted in some situations to teach vocational/technical education courses.	2.58	1.75	HE
3	Non vocational subject lecturers are being conscripted to teach industrial and technical subjects in schools	2.67	1.81	HE
4	The quality of training in this program is low due to the inadequate training of instructors	2.78	1.76	HE
5	Lack of experts/technicians to operate equipment use for learning	3.75	1.82	HE
	Grand Mean	2.93		

The data in table 16 indicate the respondents mean rating on the extent lac of qualified lecturers hinder the learning of industrial and technical education in University of Benin. All the items have ratings above 2.50. with the grand mean of 2.93, it means that the respondents generally agreed that lack of qualified lecturers hinder the learning of industrial and qualified lecturers hinders the learning of industrial and technical education courses in University of Benin.

Research Question 3

To what extent are the workshop, personnel and instructional materials for practical lessons are adequate for the effective learning of industrial technical courses in the university?

Table 7: Mean rating of industrial technical students on the extent workshops, personnel and instructional materials for practical lessons are adequate for effective learning of industrial technical courses in the University of Benin. (N=104).

S/N	ITEMS STATEMENTS	MEAN(X)	SD	REMARK
1	Condition under which industrial and technical education is imparted is conducive	2.22	1.87	LE
2	The workshop and laboratory are well equipped	2.05	1.75	LE
3	The books in the libraries are fairly adequate	2.25	1.81	LE
4	The machinery and laboratory tools are adequate	2.03	1.76	LE
5	University workshops and equipment are spaced enough to accommodate students during practical work which is proper for any meaningful academic work	2.10	1.82	LE
	Grand Mean	2.13		

The data in table 7 indicate the respondents mean ratings on the extent workshops, personnel and instructional materials for practical lessons are adequate for effective learning of industrial and technical education courses in University of Benin. All the items have mean rating below 2.50, with the grand mean of 2, 13, it means that the respondents generally agreed that lack workshops, personnel and instructional materials for practical lessons for effective learning of industrial and technical education courses are adequate to a low extent. Thus, there are inadequate provision of workshops, personnel and instructional materials for

effective teaching and learning of industrial and technical education courses in University of Benin.

Research Question 4

Does lack of power (electricity) hinder the effective learning of industrial technical courses in the University?

Table 8: Mean rating of industrial technical education students on the extent lack of power (electricity) hinder the learning of industrial technical education courses in the University of Benin (N=104)

S/N	ITEMS STATEMENTS	MEAN(X)	SD	REMARK
1	Epileptic power supply affects the effective teaching and learning of industrial and technical education	2.95	1.77	HE
2	There areusually no electricity to power the machinery in the laboratory during practical work	3.52	1.78	HE
3	When classes are overcrowded, there are usually poor ventilation due to power failure	2.76	1.69	HE
4	Students cannot carry out their electrical and mechanical practical work due to regular power failure	2.57	1.86	HE
5	Students cannot carry out welding when there is no electricity.	3.02	1.72	HE
	Grand Mean	2.96		

The data in table 8 indicate the respondents mean rating on the extent lack of power (electricity) hinder the learning of industrial and technical education courses

in University of Benin. All the items have mean rating above 2.50. with the grand mean of 2.96, it means that the respondents generally agreed that lack of power (electricity) hinder the learning of industrial and technical education courses in University of Benin to a high extent. Thus, lack of power hinders the learning of industrial and technical education courses in University of Benin.

Research Question 5

Do students poor learning attitude hinder the effective learning of industrial technical courses in the University?

Table 9: Mean rating of industrial technical education students on the extent students poor learning attitude hinder the learning of industrial technical education courses in the University of Benin (N=104).

S/N	ITEMS STATEMENTS	MEAN(X)	SD	REMARK
1	Students in rural area have higher disposition towards industrial and technical education than their counterparts in the urban setting	2.13	1.77	LE
2	Teachers/instructors qualification affects students attitude towards industrial and technical education	3.42	1.78	LE
3	Classroom/learning environment influence students attitude towards effective learning of industrial and technical education courses.	2.63	1.69	LE
4	Some students seems not to enjoy technical works, other see technical works period are boring	2.86	1.86	LE
5	Industrial and technical course of study	2.33	1.72	LE

	are for less intelligent students hence there is no need to serious about it s			
	Grand Mean	2.68		

The data in table 9 indicate the respondents mean rating on the extent students poor learning attitude hinders effective learning of industrial and technical education courses in University of Benin. All the items have mean ratings above 2.50 except for items 1 and 5 which have mean ratings below 2.50. however, with the grand mean of 2.68, it means that

The respondents generally agreed that students poor learning attitude hinder the learning

Of industrial and technical education courses in University of Benin to a high extent.

Discussion of findings

The findings of the study are presented in tables. The result has shown that there.

Exist a number of factors hinders effective teaching and learning of industrial and technical education courses in University of Benin.

The analysis of research question one on table 5 indicates that respondents strongly agreed that lack of adequate funding hinders effective learning of industrial and technical education courses in University of a high extent as indicated by the grand mean of 3.10 of the responses. This finding is in consonance with the of Oguntoye (2001) who emphasized that, since vocational education is not accorded much

recognition by general educators in this country, it naturally follows that only meager resources are allocated to it at every level of vocational education in Nigeria, enough funds are never allocated to it for during the right environment. Due to inadequate funds, it becomes difficult to purchase laboratory equipment and materials for vocational/technical education, accommodation, training program, for teachers, infrastructure and services. The entire above problems border on inadequate funding for non-commitment on the part of government, and this is bound to affect the efficiency of the products and the program.

Oladipupo et al (2007) supported the above finding by lamenting that quality and standards in the educational institutions have been compromised because of lack of adequate findings a development which stifles the capacity of institutional authorities to meet their teaching, research and infrastructural needs. It thus follows from the above that the goals of teaching and learning of industrial and technical education cannot be achieved without adequate funding by all relevant agencies.

The findings on table 6 indicate that the respondents generally agreed that lack of qualified lecturers hinders the learning of industrial and technical education courses.

University of benin to a high extent as indicated by their grand mean of 2.93.

This is in consonance with Mkpa (2005) who asserted that no educational program can succeed without an adequate crops of committed teachers. Mkpa further

asserted that the objectives of vocational education cannot be achieved in the lace of gross inadequately of teachers. It is obvious from his data that non-vocational subject teachers are being conscripted to teach vocational subjects in schools and this may have been responsible for the poor performance in school certificate examination.

The quality of training in this program is low due to much emphasis being laid on theory and certification, rather than on Skis/competency acquisition and proficiency testing. This is besieged with inadequate training of instructors, obsolete equipment, lack of experts to operate equipments, lack of instructional materials, lack of quality class space, and instructors all these are factors that leads to ineffectiveness of training in attaining the desired knowledge and skills expected.

The findings of the study revealed in table 7 revealed that respondents are in agreement that the provision of workshops, personnel and instructional materials for practical lessons in industrial and technical education in University of Benin are inadequate. With the grand mean of 2.13, it means that respondents generally agreed that the provision of workshops, personnel and instructional materials are adequate to a low extent. This is result is in consonance with the view of Olaitan (1996) who remarked that the condition under which vocational and technical education is imparted is poor, most secondary and tertiary institutions lack equipment for training, lack workshops and workshop facilities, have ill-equiped

laboratories and libraries. Students in this program are supposed to be exposed to a work environment while in school to enable them fit in and outside the school environment.

It must be emphasized that the acute shortage/lack of infrastructure and equipment such as machinery, laboratories, tools, is a result of successive government in Nigeria starving vocational and technical education of funds leading to poor or lak of laboraties, workshops and training facilities. This situation, has undoubtedly affected the production of skilled manpower, useful for employment and nation building from the foregoing, the lack/deterioration of infrastructure in schools cannot in any way guarantor effective delivery of technical and vocational education.

The presentation on table 9 revealed that respondents generally agreed that students poor learning attitude hinders effective learning of industrial and technical education courses in University of Benin to a high extent as indicated by their grand mean of 2.68. the study further showed that lecturers/teachers who are self motivated, serving as role models among other characteristics are the one who influence the students attitude towards the study of office and information management. This is a result is in consonance with the view of Azubuike (2011) whom study revealed that interest, gender socio-economic status, qualification of teachers/instructors and guidance counselors are significant factors that determine

students academic achievements. Azubuike further noted that peple are attracted or repelled to something by their views concerning that thing. What determines whether one will be attracted, get the best and make good representation of an experience is attitude. Attitude is an individual attribute can be developed influenced and change over time.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study was carried out to determine the factors hindering the effective learning of industrial and technical education courses in the University of Benin.

In the course of conducting the study, five research questions were raised.

They are:

- Does lack of funding hinder the learning of industrial technical education courses in the University?
- Does lack of qualified lecturers hinder the learning of industrial technical courses in the University?
- To what extent are the workshop personnel and instructional materials for practical lessons adequate for the effective learning of industrial technical courses in the University?
- Does lack of power (electricity) hinder the effective learning of industrial technical courses in the University?
- Do students poor learning attitude hinders the effective learning of industrial technical courses in the University?
- Do students poor learning attitude hinders the effective learning of industrial technical courses in the University?

The researcher use all undergraduate students currently studying industrial technical education courses from the department of technical and vocational education from 100 to 400 levels. 104 undergraduate students was selected used for the study. Due to Smallness of the population, sample were drawn all the students were used for the study.

Questionnaire was the major instrument used for data collection. The questionnaire was made up section "A" and section "B" while section "A" contained the demographic data of the various research questins raised and other matters considered important to the success of this study. The validity of the instrument was determined by the project supervisor and other two lecturers from the department, making it three experts. The reliability of the instrument was determined through test-retest procedure as the value obtained was subjected through Pearson product moment correlation coefficient to determine the reliability index which was 0.75. the data collected were analyze using descriptive statistics such as frequency count, simple percentages and the mean.

Conclusion

Following the analysis of data collected and discussion of the results, the following were the conclusion drawn from the major findings of this study:

- The findings revealed that lack of hinders the teaching and learning of industrial technical education courses in University of Benin to a high extent.

- The analysis further revealed that to a high extent lack of qualified lecturers hinders the learning of industrial technical education courses in University of Benin.
- Respondents generally agreed that lack workshops, personnel and instructional materials for practical lessons for effective learning of industrial technical education courses are adequate to a low extent.
- It was also revealed that lack of power (electricity) hinder the learning or industrial technical education courses in University of Benin to a high extent.
- Finally, I was revealed that students poor learning attitude hinders the learning of industrial technical education courses in University of Benin to a high extent.

Recommendations

In view of the conclusion reached, the following recommendations were made:

1. The government should wake up to their responsibility by ensuring that adequate funds are provided to improve the quality and standard of technical and vocational education across all the Universities in Nigeria.
2. There should be provision of standby generator set to power all the facilities in technical and vocational workshops and laboraties during power failures.
3. Creation of awareness on the need for industrial technical education and students should be encourage to study the course and they also need to be

told that industrial technical education are not melt for less intelligent student. Also, successful students from industrial and technical education should be given incentives to encourage them to do better in their education.

4. The government should employ more lecturers, (instructors), technicians and technologist across the entire industrial technical education department in the various Universities.
5. The instructors terms and conditions of work should be improved to reduce lecturers burn out. This can be done by taking them for upgrading courses and improving their salaries.

References

Adegbile. P. (2001). *Technical and vocational education in Nigeria:* A critical analysis, retrieved 11th March 2013 from http://www.google.com

Aigbepue .S. (2011). Revitalization of vocational and technical education. JORIND 9(1). Retrived 11th March, 2013 from http://www.ajol.info/journals/jorind.

Ayonmike. C.S (2013). Status of technical and vocational education in rural institutions in Delta State Nigeria. Makerere Journal of Higher Education, 5 (1):81-90.

Ayonmike. C.S (2014). Challenges of implementing technical and vocational education and training curriculum in southern Nigeria technical colleges. Makere journal of higher education (1).

Ayonmike. C.S, Okwelle PC and Okeke BC (2013). Towards quality technical vocational education and training (tvet) programmes in Nigeria: Challenges and improvement strategies. International vocational education and training association (IVETA) Las Vegas June, 2014 from http://www.iveta.org

Ediagbonya. K, Agbaje M and Suberu AK (2012). Analysis of factors influencing business education students enrollment pattern in N.C.E. programme in federal college education, Okene Kogi State. WEEIS International Journal of Arts and Combined Sciences. 3(1).

FRN (2004). National Policy on education (Revised edition). Lagos: NERDC Press.

Ibeneme. O.T (2007). Vocational technical education. Nigerians imperative for achieving the first millennium development goal initiative journal of vocational and adult education. 6 (1)

Igbinedion. V.I. and Ojeaga I.I. (2012). Use of career education and occupation information services in boosting enrolment into vocational and technical education programmes in Nigeria.

International education studies. 5 (4) Lilly G and Efajemue OO (2011). Problems of vocational teacher education in River State of Nigeria. Journal of educational and social research. 1(5).

Mclean R and David NW (2009). International handbook of education for the changing world of work: Bridging academic and vocational learning retrived from http: toolkit.ineesite.org/toolkit/INEEcms/uploads/1093/international Handbook of education_changing.pdt

Mimi MM, Yee MH, Tee TK and Muhammed RBR (2012). Vocational Pedagogy: dimension of vocational learning with workplace requirement. Journal of technical education and training, 4 (1).

Moja T (2000). Nigeria education sector analysis: an analytical synthesis of performance and main issues. New York, University Press.

NBIE (201). Report of the national steering committee on the development of national vocational qualifications framework (NVQF) for Nigeria. Retrived 11th March, 2013 from http://www.google.com

Nwogu PO and Nweanomo CC (2011). Vocational technical education and training to self reliance: towards national development. Mediterranean journal of social science 5(5):55-59.

Nwokomah JM (2005). Strategies for attainment for functional vocational and technical education in the 21st century in Nigeria. Journal of education in developing areas. 1 (4).

Nworgu BG (2006). Educational research. Basic issues and methodology. 2nd edition, nsukka enugu: University trust publishers.

Okarafor PN and Okorafor OA (nd) reflections on technical and vocational education and training in Nigeria in the 21st century. Journal of Assertiveness. Pp.7-16. Ketrieved 30th April 2014 from http: www.google.com

Okarafor EC (2011). The role of vocational and technical education in manpower development and job creation in Nigeria in the 21 century. Journal of assertiveness. Retrived 11th March, 2013 from http: www.google.com

Olumese HA (2002). Vocatiional and technical education in Nigeria: issues, problems and prospects. Nigerian Journal of Curriculum Studies. A (1).

Onyewu MA (2005). A assessment of Nigeria's goals on technical education: the journey so far and the way forward. A paper presented at the 33rd Annual Conference of the international association for education assessment at Baku, Azerbaijan. Retrived July 24, 2012 from http:www.google.com.ng

Ozioma CA 201. Influential factors affecting the attitude of students towards vocational and technical subjects in secondary schools in south eastern Nigeria. Journal of educational and social research. 1 (2).

Raheem IA (2000). Improving the declining enrollment in technical education in the 21st Century. Retrived 11th March, 2013 from http: www.google.com.ng

Udoka SI (2010). The global economic crisis. A challenges to curriculum of implementation in technical and vocational education technology in the Nigeria. Retrieved 20th August, 2013 from www.icidr.org/..2010/ The%20Global%20Economic%20Crisis%20a%20.

Umunadi KE (2013). Vocational and technical education reforms and human capital development in Nigeria. Prime research on education (PRE) 3(6): 560-565 retrieved 13th June 2014 from http://www.primejournal.org/PRE

UNESCO. (2002). Technical and vocational education and training for the twenty-first century. Geneva, UNESCO & ILO

Uwaifo V.O. (2010). Technical and vocational education and its challenges in Nigerian in the 21st century. International NGO Journal. 52). Retrieved 11th March, 2013 from http://www.academicjournals.orglingol.

Uwaifo V.O. and Uwaifo I.U (2009). Training teachers for the new 9-3-4. Education system in Nigerian: its problems and prospects. International NGO journal 4(4). Retrieved 11th March, 2013 from http://www.academic journals.org/NGO

Yusuf. M.A and Soyemi, (2012). Achieving sustainable economic development in Nigeria through technical and training: the missing link. International Journal of Academic Research in Business and Social Sciences 2(2)

APPENDIX

UNIVERSITY OF BENIN
FACULTY OF EDUCATION

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

QUESTIONNAIRE ON THE ANALYSIS ON FACTORS HINDERING THE EFFECTIVE LEARNING OF INDUSTRIAL TECHNICAL EDUCATION COURSES IN THE UNIVERSITY OF BENIN

Dear Respondents,

This questionnaires is solely for the purpose of a research. The researcher is carrying out a study on. **The Analysis On Factors Hindering The Effective Learning Of Industrial Technical Education Courses In The University Of Benin**

You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence. Thanks

Yours faithfully,

Please read the questions carefully and thick (v) in the box provided that correspondents to the answers of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statement by ticking the appropriate number. Please do not tick 2 numbers for one statement. The interpretation of the numbers are as follows

Very High Extent (VHE) = 4

High Extent (HE) = 3

Low Extent (LE)= 2

Very Low Extent (VLE) = 1

S/N	ITEMS	VHE(4)	HE (3)	LE (2)	VLE (1)
1	Industrial and technical education is grossly underfunded				
2	Inadequate funds has made it impossible to purchase infrastructural facilities.				

3	Due to inadequate funds, it becomes difficult to purchase and procure laboratory equipment and materials.				
4	Due to inadequate funds, it becomes impossible to organize training programs and accommodation for teachers/instructors.				
5	Inadequate funds affects the efficiency of the products and the program				
6	There is a severe shortage of industrial and technical education instructors to man the programs in the University				
7	People who do not acquire training in industrial and technical education are drafted in some situations to teach vocational/technical education courses.				
8	Non vocational subject lecturers are being conscripted to teach industrial and technical subjects in schools				
9	The quality of training in this program is low due to the inadequate training of instructors				
10	Lack of experts/technicians to operate equipment use for learning				
11	Condition under which industrial and technical education is imparted is conducive				
12	The workshop and laboratory are well equipped				
13	The books in the libraries are fairly adequate				
14	The machinery and laboratory tools are adequate				
15	University workshops and equipment are spaced enough to accommodate students during practical work which is proper for any meaningful academic work				
16	Epileptic power supply affects the effective teaching and learning of industrial and technical education				
17	There areusually no electricity to power the machinery in the laboratory during practical work				
18	When classes are overcrowded, there are usually poor ventilation due to power failure				
19	Students cannot carry out their electrical and mechanical practical work due to regular power failure				
20	Students cannot carry out welding when there is no electricity.				

21	Students in rural area have higher disposition towards industrial and technical education than their counterparts in the urban setting				
22	Teachers/instructors qualification affects students attitude towards industrial and technical education				
23	Classroom/learning environment influence students attitude towards effective learning of industrial and technical education courses.				
24	Some students seems not to enjoy technical works, other see technical works period are boring				
25	Industrial and technical course of study are for less intelligent students hence there is no need to serious about it s				