

**EFFECT OF THE LACK OF ADEQUATE TRAINING AND PRACTICAL
FACILITIES AND HOW IT AFFECTS VOCATIONAL AND TECHNICAL
EDUCATION.
A CASE STUDY OF UNIVERSITY OF BENIN.**

BY

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JULY, 2021

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**A RESEARCH PROJECT PRESENTED TO THE DEPARTMENT OF
VOCATIONAL AND TECHNICAL EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY. IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF B.SC (ED) DEGREE IN BUSINESS EDUCATION
(ACCOUNTING EDUCATION).**

JULY, 2021

CERTIFICATION

We the undersigned, certify that this research work was carried out by Blessing Ajayi in the Department of Vocational and Technical Education, Faculty of Education, University of Benin for partial fulfillment of the requirements for the award of B.Sc (ED) degree in Business Education (Accounting Education).

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DEDICATION

This project is dedicated to God Almighty.

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Above all glory and adoration goes to God Almighty for His guidance, care and protection all throughout the period of the researcher's course in the university.

The researcher's profound gratitude goes to her project supervisor Mr. Somorin kayode for his patience in explanation and always there to attend to me and answer most of my questions

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Abstract

This research investigated the effect of the lack of adequate training and practical facilities and how it affects vocational and technical education. a case study of university of Benin Education students in Edo State. Four research questions were raised. Some of the factor investigated include lack of equipment and facilities, how inadequate and incompetent technical teachers affect vocational and technical education, the trends in policymaking, planning & implementation of vocational and technical education Programmes and how inadequate funding affects vocational and technical education. The purpose of the study was to examine find out the effect of lack of adequate training facilities that does not make student learn the practical aspect of vocational and technical education The objective was achieved by analyzing the data obtained on the sampled population, using survey research design and interval or systematic random sampling techniques. The sample consists of 100 students drawn from Business education in the University of Benin, Edo State. The instrument used for the survey is a questionnaire, which has two sections (A and B) and 20 items. Analysis of the data revealed that lack of equipment and facilities affect vocational and technical education, Inadequate and incompetent technical teachers affect vocational and technical education, there is no consideration in policymaking, planning & implementation of vocational and technical education Programmes and Inadequate funding affects vocational and technical education. From the above findings, conclusion were drawn and some recommendations were made which include that both government and private sectors should provide equipment and facilities in vocational and technical school for the acquisition of skills and that government and other education stakeholders should make sure that educational programmes at all levels of education are made relevant to provide youth and graduates needed vocational and technical skills.

CHAPTER ONE

INTRODUCTION

Background of the Study

Technical and Vocational Education (TVE) is described as the training of individuals for the implementation of technological development of a nation by providing the citizens with the right skills necessary for employment Alam (2008). The contributions of technical and vocational education in any country in the world today is enormous, hence it plays a very significant role on the national welfare. The program enlisted among others ranging from welding and fabrication, mechanical/automobile technology, electrical/electronic technology, woodwork and building technology etc. Technical and vocational education serves as a catalyst for economic, social and political changes of a nation due to its uniqueness in nature (Uwaifo, 2010). Technical and Vocational Schools are faced with the challenges of improving the capacity of their workforce to respond to the national development needs and the demands of a rapidly changing, more globally competitive world. The future success of nations, individuals, enterprises and communities increasingly depends on existence and possession of transferrable and renewable skills and knowledge. Many, both in the developed and developing countries recognize the important role that TVE plays in equipping individuals with relevant skills and knowledge, hence enabling people to effectively participate in social, economic and technological innovation processes. The globalization process, knowledge economy, advances in technology and increased competition due to liberalization are major forces driving change in the world of work.

These have important implication for the demand of skills, human resource development and training (UNESCO, 2008).

Uwaifo (2010) observed that, societal problems are expected to be solved by technology in sustainable ways through a sufficient knowledge of technical and vocational education in terms of concepts and application of theoretical principles in order to solve practical problems. This challenge has been facing by Nigeria over decades for its inability to this task which has characterized the country as a low level nation in terms of technology and also classified as developing nation. The ill-equipped program has resulted in producing insufficient trained personnel and ill-equipped technical and vocational education graduates. He further states that, the curriculum of technical and vocational education is based on foreign model which cannot easily be duplicated in developing country like Nigeria. Shortage of competent supporting staff, lack of basic textbooks that could illustrate local examples for better understanding of the students and the overloading of the curricula which is more academic with purely science and mathematics contents instead of basic engineering and technology. This results in inadequate preparation of students with business and entrepreneurship concepts and skills. The teaching methods adopted by the teachers in transferring the knowledge are so conventional where teachers only read out for students to take notes. In the same vain, Adebisi (2006) reviewed the present state and focus of technical and vocational education in Nigeria and mentioned that, the educational system has continued to produce more of individuals who lack job skills and attitudes for employment than those that the economy requires to remain vibrant.

On April 2, 2009, the honorable minister of education at an official ceremony in Abuja delivered an address titled “Nigeria: Education Roadmap” and states that: “TVET is to be a top priority of his education agenda because of its importance to the realization of vision 2020. Nigeria’s ability to realize its vision of becoming one of the 20 top economies of the world by the year 2020 is largely dependent on its capacity to transform its population into highly skilled and competent individuals. Many advanced economies place a great emphasis on the knowledge and acquisition of technical and vocational skills. Unfortunately our society places a stigma on this type of education, showing a preference for academic track disciplines. Now we are at the point where we are importing labor from all over the world because we do not have Nigerians with the adequate skills to meet the demands of the labor market, such as good artisans”. (Vanguard Newspaper, Thursday, 02 April, 2009). It is therefore paramount for the Nation to refocus on education, skills development and technical training which are central to economic and technological developments in order to achieve the stated goal. Hence, developing youths with skills will improve output, quality, diversity and occupational safety and improved health, thereby increase incomes and livelihood of the citizenry. It also helps to develop social capital and strengthens knowledge about informal sector associations, rural organizations and governance (Hartl, 2009). The knowledge of technical and vocational skills is the prime mover of economic and social development of any nation; therefore, investment in human capital is an investment for the future of any country. Therefore, skill development and training is central to youth empowerment and enable the youths to be prepared for work in a formal and informal

sector of the economy and thus play important role in employment opportunity (Alam, 2008).

According to Federal Republic of Nigeria (FRN, 2004), the preparatory aspect of pre-vocational training offered to students is for the purpose of;

1. Introduction into world of technology and appreciation of technology towards interest arousal and choice of a vocation.

2. Acquiring technical skills

3. Exposing students to career awareness by exploring usable options in the world of work, and

4. Enabling youths to have an intelligent understanding of increasing complexity of technology

Consequently, the goals of Technical and Vocational Education (TVE) shall be to;

1. Provide sciences, technology and applied sciences, technology and business particularly at craft, advanced craft, and technical levels.

2. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development.

3. Give training and impart the necessary skills to individual who shall be self-reliant economically.

Statement of the Problem

Education has always claimed a substantial amount in the allocation of fund in the annual budget but the reverse is the case today. This may have negative effect on the provision of tools, equipment, instruments, materials, workshops and other facilities for

training teachers in the Nigerian public Universities that offered Vocational and Technical Education courses.

For Nigeria to excel technologically there is the need for the effective implementation of vocational education program in government owned secondary schools and private secondary schools. In spite of the importance of vocational education to the development of both individuals and the society at large, there is no much emphasis placed on the effective implementation of vocational education programs in Nigeria. The frequent occurrence of low students' participation in vocational education courses has been a great concern to all-well-meaning individuals, institutions and industries. It is in the light of the above, that the present study was carried out to ascertain the effect of the lack of adequate training and practical facilities and how it affects vocational and technical education. A case study of university of Benin.

Purpose of the Study

The major purpose of the study is to find out the effect of the lack of adequate training and practical facilities and how it affects vocational and technical education. Specifically, the study aims at:

1. Determine how the lack of equipment and facilities affect vocational and technical education.
2. Identify the extent to how inadequate and incompetent technical teachers affect vocational and technical education.

3. Identify the trends in policymaking, planning & implementation of vocational and technical education Programmes.
4. Determine the extent to how inadequate funding affects vocational and technical education.

Research Question

1. To what extent do lack of equipment and facilities affect vocational and technical education?
2. To what extent do inadequate and incompetent technical teachers affect vocational and technical education?
3. What are the trends in policymaking, planning & implementation of vocational and technical education Programmes?
4. How does inadequate funding affect vocational and technical education?

Significance of the Study

It is expected that the results of this study will make significant contribution to the effective development of technical and vocational education through knowledge of the historical constraints in vocational and technical education. Therefore, its hoped that this study will be of great benefit to federal and state government, National Commission for University, vocational and technical education lecturers, students and other researchers.

The result of the study will be beneficial to the federal and states government as an employer of labour by providing information on the staff strength of technical and vocational schools in terms of adequacy and competency. They will also tackle the

problem of obsolete and outdated practical facilities, poor working condition, poor infrastructure, and inadequate network, thereby providing equipment and facilities for technical and vocational schools.

Also, National Commission for University (NUC) whose statutory responsibility is to managed the Universities in Nigeria will find this work useful. It will assist the commission to evaluate the implementation of vocational and technical education policies and curriculum in teaching and learning and make necessary recommendations to the Federal Ministry of Education.

The outcome of the study will provoke vocational and technical education lecturers in Universities to acquire practical skills relevant in teaching vocational and technical education courses and the need for the lecturers to attend conference, seminar and workshops to update their knowledge. It will also serve as a guide regarding strategies for executing various educational policies, particularly that concerning technical and vocational.

Also, the outcomes of the study will be beneficial to students in Universities as the study will unravel practical skills needed by vocational and technical education graduates. The result will provide guide and direct the students to acquired saleable skills that will give them competitive advantage in the world of work.

In addition, intending researcher will find the work useful for further studies in this area. Also, Management of different Universities can use the result of this research to provide adequate vocational and technical education facilities for teaching and learning vocational and technical education in their various institutions.

Scope of the Study

The scope of this study is limited to identifying effect of the lack of adequate training and practical facilities and how it affects vocational and technical education. The study is limited to business education student in the university of Benin Edo States. 200 level to 400 level students would be sampled for data collection.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with related literature. The view was undertaken under the following sub-headings.

- Theoretical framework
- Concepts and Definition of Vocational and Technical Education in Nigeria
- Issues on Facilities in Educational Institutions in Nigeria
- Technical and Vocational Education (TVE) Practice in Nigeria
- Challenges in the Implementation of TVE in Institutions
- Way Forward for Vocational Education in Nigeria
- Role of Facilities in Technical Vocation Education
- Review of Empirical Studies
- Summary of Reviewed Related Literature

Theoretical Framework

In an attempt to develop a theoretical framework in this context, the concept of vocational pedagogy has been coined by Lucas, Spencer, and Claxton (2012) in order to define working approaches to teaching and learning in vocational education (Commission of Adult Vocational Teaching and Learning (CAVTL), 2013) and develop models that work best in vocational education context (Faraday, Overton, & Cooper, 2011). Broadly, it is noted by CAVTL (2013) that excellent vocational teaching and learning depends on a clear line of sight to work; collaboration between employers, trainers and providers for the design and delivery of vocational programs; “dual” professional teachers with occupational and pedagogical knowledge and skills; and

access to industry facilities and resources with recent technology and standard. Going into deeper, the concept of vocational pedagogy deals with the outcomes of vocational education, identity of vocational teachers, models of and analogies for vocational education (Lucas, Spencer, & Claxton, 2012), and teaching skills, teaching relationships, teacher reflection and teaching models and teaching context (Faraday 2011). More

- specifically, vocational pedagogy is concerned with:
- integration of theory and practice
- use of variety of learning environments like real or stimulated workplace, classroom and workshops settings
- use of authentic tasks in real or real-like contexts through practical problem solving, hands-on activities and reflection
- responsiveness to diverse individual needs
- contextualized teaching and learning embedded in communities of practice
- collective and collaborative approach to teaching and learning
- coaching and mentoring
- use of variety of assessment and feedback methods
- dual identity of teachers with occupational and pedagogical knowledge
- eclectic and pragmatic approach to teaching

In addition to these, as vocational education is “hands-on, practical, experiential, real world” (Lucas 2012), situated and context-bound (Faraday 2011), enacted through formal vocational and technical school programs, in training centers or institutes, and in the workplace, both on and off the job (Tsang, 1997), effective vocational teaching and learning also require reconceptualization (Barnett, 2006; Evans 2009), as a form of

learning transfer, in order to put the knowledge generated and practiced in one context to work in another through the recontextualization of content, pedagogy, workplace and learner (Evans 2009). Moreover, teachers' pedagogical content knowledge, used to tailor pedagogy according to the content, includes up-to-date occupational knowledge and knowledge of disciplines/subjects which underpin job knowledge and practices (Barnett, 2006; Chappell, 2003; Harkin, 2012; Lucas 2012; Shulman, 2005; Young, 2004) and is needed to inform the practices and decisions of vocational teachers for the sake of effective vocational teaching and learning. Beside, experiential learning, together with problem-based and inquiry-based learning, is found requisite for effective vocational learning enacted through hands-on activities and supported with reflection and feedback (Clark, Threton, & Ewing, 2010; Lucas 2012; Scott & Sarkees-Wircenski, 2008). Therefore, vocational learning can be defined from a constructivist perspective as an active process in which learners construct occupational knowledge rather than acquiring it passively while vocational teaching can be viewed as facilitating that construction rather than imparting mere knowledge (Duffy & Cunningham, 1996).

Due to direct links with labour market, effectiveness of vocational education and training has been widely measured with the use of performance-oriented outcomes (Imel, 1990). Since the skills, knowledge and understanding provided through vocational education is necessary for the growth, productivity and competitiveness of economies (OECD, 2004) responsiveness of vocational education to the labour market has been the main objective and concern of policy makers, social partners and vocational education providers (see World Economic Forum Global Agenda Council on Employment, 2014). Bosch and Charest (2010) argue that the value of vocational

education for the society and companies is determined when the trainees enter the labour market and put their gains into practice. For this end, outcome-based qualification frameworks are being inevitably designed by countries to regulate and contract the provision of education (Allais, 2014), and vocational education and training is labeled effective in case of responsiveness to competence standards. As discussed by Bedi and Germein (2016) and Mitchell, Chappell, Bateman and Roy (2006) policy and research discourses mostly appropriate the term “effective vocational teaching and learning” by dealing with matters exterior to the pedagogical experience occurring between teachers and learners although higher vocational schools have mostly been viewed as being "teaching and training institutions" since its faculty is not required to conduct research, and can, therefore, devote their time to teaching and learning (Vaughan, 2006). Although this view may be a popular long-held belief the idea that higher vocational school faculty have special knowledge about being effective teachers or that they utilize this knowledge has little empirical support (Palmieri, 2004; Shepherd, 2009). Therefore, shedding light on the teaching and learning practices, and the factors that have facilitative and distractive impact on those practices is required to understand and reveal the processes leading to those demanded outcomes and qualifications.

Concepts and Definition of Vocational and Technical Education in Nigeria

The word vocation refers to a strong feeling of suitability for a particular career or occupation. Okoye (2010) defines vocational education as a skill-based programme designed for skill acquisition at a lower level of education. It is planned to offer people the opportunity of refining themselves in their general proficiency, especially about their current or future occupation. When people hear vocation

education, they believe it is for those who cannot afford a quality education. However, this is a wrong assumption; the truth is everyone needs to learn valuable hands-on skills. In the long run, these skills can act as a means in which income is generated.

In Nigeria, there is too much emphasis on university education which has reduced the economic opportunities for those who are more work-oriented. Not everybody can afford a university degree, and not everyone is academically inclined. We have had a lot of successful entrepreneurs who are changing and shaping the business world – for example, Bill Gates, Steve Jobs etc. These people learnt technical and vocational skills which impacted and led them into designing technologies that provide solutions to the world. Schools in Nigeria need to introduce vocational education into their curriculum. By doing so, it will assist students to develop skills they can be used in the future. Vocational training should be taught to children from an early age. That way, they can imbibe and nurture the expertise as they grow.

Many early childhood education institutions in Nigeria are lacking in this aspect. They focus on just taking care of these young children and teaching them elementary numerical, reasoning and verbal skills. If the nation had this culture absorbed from an early age, the economy would not be suffering from low productivity. Vocational education is the engine for economic growth in the country. Nigerians should invest in skill training, as no nation can compete effectively in the emerging global marketplace with poorly educated and unskilled workers. The leading factors of production in the emerging global economy are said to be technology, knowledge, creativity and innovation. The absence of excellence in many technical and vocational fields cost us economically as a nation.

According to Federal Government of Nigeria (2004), Vocational and technical education is a “means of preparing for occupational fields and for effective participation in the world of works; and indeed a method of alleviating poverty”. It is an aspect of education that leads to the acquisition of practical and applied skills as well as basic scientific knowledge, for individuals to live well in the society and contribute to its meaningful development. It is the type of education, which is directed towards the acquisition of skills for occupational life. The role of Vocational Technical Education according to United Nations Educational, Scientific and Cultural Organization (2007), technical and Vocational education helps to develop individuals’ knowledge, Science and technology in a broad occupational area requiring technical, professional competences and specific occupational skills. Technical and Vocational Education also develops the knowledge and skills that will help the work force become flexible and responsive to the needs of labor market while competing in the global economy of the nation. It went further to say that technical and vocational education ensures integrating the work place based learning and training into the technical and vocational programs become inevitable.

Robert (2005) reported that technical and Vocational education revealed the violence that is common in most Nigeria cities has its roots in unemployment and lack of parity in opportunities which comes about as a result of lack of technical and Vocational education. Those who do not have marketable skills may have no jobs and so may easily be misled into participating in heinous crimes which hinders the effective functioning of the economy in the society arising from Unemployment, a person that is gainfully employed may not be disgruntled to the point of taking to such crime. He

added that Vocational and technical education reduces drop -out rate by providing training opportunities for persons who are unable to continue with the general form of education they may be pursuing. It serves as a way of ensuring the manpower needs of the nation in industrial, business, agricultural and other occupational clusters are met. Technical and vocational education also ensures that the available human resources within the society are streamlined into occupations on the basis of needs, interest and abilities.

Akume (2006) pointed that technical and Vocational education gives employees the awareness that the only way workers can retain his/her employment is by providing more than he/she earns. He added that government promote technical and vocational education strategy directed at alleviating the conditions of the rural populace there by achieved the goals of a more balanced rural development. The former “chalk and talk” school system was clearly not effective in preparing workers for the jobs required by modern industries, government looked towards technical and vocational education as a means of providing the workforce needed in both rural and urban industries. This is done with the hope of improving the standard of living of the Nigerian citizens.

The primary aim of all TVE programs is the acquisition of skills and attitudes for gainful employment in a specific occupation or professional area. The need to link training in TVE to employment either self or paid employment is at the base of all the best practices and approaches observed throughout the world. One of the most significant aspects of TVE is its inclination towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVE delivery systems are therefore; well placed to train the skilled Facilities Provision and Maintenance:

Necessity for Effective Teaching and Learning in Technical workforces that the nation needs to create employment for the youths and emerge out of poverty (Audu 2013). Technical vocational education is defined as that aspect of education which leads to the acquisition of skills as well as basic scientific knowledge (FRN, 2004). It is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work, and advanced and continuing education (Maclean & Wilson, 2009). According to Audu (2013) any form of education that is geared towards teaching technical skills and attitudes suitable to such skills can be regarded as TVE. Mar (2011:4) in introducing UNESCO's technical vocational education and training definition and strategy, stated that TVE is defined 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;
- as well as the acquisition of practical skills, attitudes, understanding, knowledge relating to occupations in various sectors of economic and social life.

TVE is to be understood as:

- an integral part of general education;
- a means of preparing for occupational fields and for effective participation in the world of work;
- an aspect of lifelong learning and a preparation for responsible citizenship;
- an instrument for promoting environmentally sound sustainable. Development (Greening TVE International Framework);

- a method of facilitating poverty alleviation.

Enyekit & Enyenili (2007) states that TVE includes preparation for employment in any occupation for which specialized education is required, for which there is a societal need, which can be most appropriately done in schools. It is concerned with the whole hierarchy of occupations from those requiring relatively short periods of specialized preparations such as clerks, typists to occupations requiring specialized professionals: thus it includes the whole spectrum of labor force from semi-skilled to technicians and paraprofessionals. TVE is a vehicle upon which the skills of workforce are built.

Issues on Facilities in Educational Institutions in Nigeria

Facilities can be generally defined as buildings, properties and major infrastructure which include physical and material assets (IES, 2006). Facilities in schools are materials resources that enhance teaching and learning thereby making the process meaningful and purposeful. Facilities in schools can be defined as the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experiences (Asiyai. 2012). According to Adeboyeje (2000); Emetarom (2004) facilities in schools are the physical and spatial enablers of teaching and learning which will increase the production of results. School facilities serve as pillars of support for effective teaching and learning. Teaching facilities include all of the infrastructure and material resources that are used to support the delivery of quality education. Infrastructure refers to basic physical and organisational structures needed for the

successful running of the institution (Bakare, 2009). Other relevant facilities in the school environment include text books, laboratory equipment, computer machines, seating facilities, supply of electricity and other technical and vocational facilities which are all paramount to the provision of qualitative education (Omotayo, 2008). Good quality and standard institution of learning depend largely on the provision, adequacy, utilization and management of educational facilities. Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, facilities in schools are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets. In Nigeria, public school enrolment has continued to increase without a corresponding increase in facilities for effective teaching and learning. As a result of underfunding of education in Nigeria, the government has been encouraging maintenance of available facilities in schools (Asiyai, 2012). Maintenance of facilities in school's entails ensuring that the facilities are kept near their original state as possible. This involves keeping the school sports and football field clean, periodic renovation of the buildings, servicing the school bus and generator sets, repairs etc. for the purpose of restoring the facilities to optimum working condition.

However, Asiyai (2012) states that maintenance in TVE institution is any work that is carried out on any component of the schools facilities with a view to keeping it at good working condition. According to Hinum (2009) the quality and durability of a building largely depend on the type and level of servicing, repairs and the rate at which

the needs and requirement change. Management of facilities in schools involves Facilities Provision and Maintenance: Necessity for Effective Teaching and Learning in Technical keeping records of the facilities, supervising the facilities, planning for the facilities, motivating students and teachers to participate in facilities maintenance and evaluating the available facilities (Asiyai, 2012). Research reports have revealed that a significant relationship existed between school environment and students' attitude to schooling (Ikoya & Onoyase, 2008). Studies have also shown that the condition of facilities in schools have a strong effect on academic performance of students. Chan (Asiyai, 2012) found that students who were taught in modernized buildings scored consistently higher across a range of standardized tests. Adeboyeje (2000) reported that schools with well-coordinated plant planning and maintenance practices recorded better students' performance. Ikoya & Onoyase (2008) reported that only 26% of schools across the country have school infrastructures in adequate quality and quantity. Similarly, Owuamanam (2005) observed that the inadequacy of infrastructural facilities and lack of maintenance of available facilities were major problems facing Nigerian educational system. The facilities in schools are grossly inadequate to match the student's population and the available facilities were poorly maintained. The availability and maintenance of school facilities will enhance teaching and learning and improve academic performance of TVE students. Negligence in the maintenance of school facilities has many negative consequences. When facilities in schools are inadequately maintained, they constitute health hazards to students and teachers who use the facilities. For instance, Ogonor (Asiyai, 2012) reported the killing of pupils and teachers of a primary school in Nigeria when the school walls and roofs collapsed. However, there is

poor maintenance culture, especially in primary and post-primary schools in Nigeria with numerous evidence of leaking roofs, peeling walls, inadequate seats and overpopulation and ill-equipped laboratories (Asiyai, 2012). It is generally accepted that good facilities are needed for quality education. Omotayo (2008) states that the provision of adequate facilities will ensure quality education. All of these would have implications for the conduct of educational activities in various institutions of learning and the lack may therefore lead to the general decline in education. Some of the issues highlighted include

Vocational/technical education is designed to offer people the opportunity of improving themselves in their general proficiency, especially in relation to their present or future occupation. Nuru (2007) opined that changes in any nation's economy is required to prepare young people for the jobs of the future of which technical and vocational education have crucial roles to play. May (2007) observed that technical and vocational education are very much still neglected in the aspect of adequate funding, personnel, modern facilities, staff motivation which consequently are robbing the country of the economic development to be contributed by graduates of technical/vocational education. Asogwa and Diogu (2007) maintained that there is an urgent need for the Nigeria's attention to be redirected towards self-reliant and sustainable means of livelihood which technical education provides. Most analysts agree that employers of labour today demand more skills than they did in the past (Yang, 2008).

Oranu (2010) also observed that there are many factors that have contributed to the ever rising demand for skills in the labour market which include the following;

technological and organizational change, trade, deregulation of key industries and the decline of unions. The too much emphasis on University education in Nigeria has always reduced the economic opportunities of those who are more work oriented than academics (Ojimba, 2012). Not everybody needs a University education. Who that would employ them if everybody becomes a University graduate? Many of the so – called “expatriate engineers” receiving huge sum of money in dollars for road construction in Nigeria are graduates of vocational colleges but in Nigeria, the issue of technical and vocational education is not taking seriously. The nation’s poverty level has increased to about 70% that many Nigerians now live on less than one dollar a day. As earlier on stated, higher institutions in Nigeria lack the tools and machines to train students to acquire the skills needed by employers of labour. The challenges of vocational and technical education are quite enormous.

Challenges in the Implementation of TVE in Institutions

According to Mohammed (2005), one of the problems of Technical and Vocational Education 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. More so, Onjewu (nd.) posited that the lack of funds on the other hand affects other essentials needed in the implementation of technical education like the provision of teaching aids, furnishing of offices, laboratories, workshops and even basic infrastructures like classroom, seats and tables, so that a common sight to find students of architecture for instance sharing a table where each ideally should have one because of the technical nature of their course. According to Ekpenyong (2011), there are a number of factors,

which have in various proportions impeded the smooth implementation of the goals and objectives of Technical and Vocational Education and Training(TVET).

Vocational education can be thoroughly dealt with, only if the issues affecting its implementation to the educational sector are sorted. Vocational training can contribute to the reduction of poverty, hunger and unemployment if the challenges are addressed. Some of the outstanding factors affecting the implementation of TVET include;

- 1. Inadequate qualified trained teachers:** Most educational institutions lack qualified teachers that can handle vocational subjects. Qualified vocational educators play a significant role in ensuring that their students enjoy practical learning. Nevertheless, the primary challenge is that a qualified teacher may not accept a low paying job, even if he or she has a passion for teaching vocational education. Many educational institutions do not see the need to explain vocational/technical education to students in the first place. Hence, the reason they exclude it from their curriculum and therefore do not require qualified teachers for their students.
- 2. Inadequate funding of Technical and Vocational Education:** No doubt, vocational technical education has made some notable impacts on the Nigerian society, especially in respect to the products of the training programme who are contributing their quota to the economic growth and development of the nation through various industrial establishments (Odu, 2013). Inadequate funding of vocational institutions has caused the turning out of half baked graduates because there is no fund to build and maintain workshops, laboratories or even purchase modern equipments. Staffing of Vocational technical education is generally inadequate because of poor funding. Experienced and

skilful teachers may not be employed. Those that are employed, because of poor remuneration do not stay long in the teaching profession, but drift to some other more lucrative jobs especially in the industries and abroad. Consequently, inexperienced and unqualified technical teachers are employed thereby lowering academic standard, resulting to wastage in the achievement of technical education goals (Agbionu, 2003). Inadequate funding of Vocational technical institutions has often caused a lot of difficulties in the payment of staff salaries. It has also resulted to the retrenchment of teachers or retirement of teachers at early age.

Furthermore, Momoh (2012) and Mohammed (2001) observed that government lack of commitment to technical education and inadequate funding has weakened technical education in Nigeria. A direct consequence of this is that while the number of technical education institution is dwindling that of general education is growing in bounds (Momoh, 2012).

3. Inadequate facilities: Most technical education departments in Nigerian Universities do not have laboratories or workshop space, let alone useable equipments and where they exist, they are grossly inadequate, as the workshops only have items or equipment that were provided when the departments were first established of which most of them are already obsolete or grounded (Ojimba, 2012). It is quite unfortunate and surprising too to know that most technical education departments still depends on engineering workshops and lecturers to teach technical education concepts in this 21st century. The available facilities, programme as at today are inadequate quantitatively and qualitatively and besides they are out- dated. Oryem Origa (2005) opined that only 40% of institutions of Higher Education in Nigeria have laboratory or workshop space for

technical education programmes. The remaining 60% do not have laboratory or workshop space and this has resulted to the low quality of technology programmes in our higher institutions. He also observed that the few schools that have laboratories, experience acute shortage of laboratory equipment and supplies. The conclusion is that the situation is partly the reason it has been very difficult to carryout experiments effectively for students. This has also made teaching and research in science and technology difficult and therefore the country was producing insufficient and ill prepared technical education graduates for driving the technological and socio-economic development of Nigeria. The shabby performance of technical education graduate is no longer news as very important projects in the country, particularly, the construction industry are now run by technicians and craftsmen from neighbouring West African countries (Nworlu – Elechi,2013).

4. **Brain Drain:** This refers to the movement of technical teachers and lecturers of technical education which are very much needed for the socio-economic and technological development of Nigeria from one University to the other or to other professions where they feel will offer them better conditions of service. According to Bassi (2004) about 45% of all Nigerian professionals including technical educators have left the Nigerian shores over the years. Between 1997 and 2007 alone, Nigeria lost over 10,000 middle level and high level managers to the western economies. About 500 lecturers from Nigerian tertiary institutions have continued to migrate each year, particularly to Europe, America and other African countries.

5. **Staff Training and Retention:** Training of academic staff is a continuous exercise to ensure consistent improvement in the quality of their products. The training can be

acquired either locally or overseas. Usually, local training within the country is cheaper than overseas training but more strenuous because of inadequate facilities, literature and distractions rising from the need to meet the necessary demands. Overseas training requires a lot of foreign exchange but the enabling environment exist to achieve success in a record time. However, overtime, it has always been difficult to get the trainees back to their respective countries after the completion of their study. The salary and service benefits paid to technical education teachers in Nigeria is about the lowest in the world (Ojimba, 2012). This leads them to migrate to other countries for better pay.

6. Curriculum of Technical Education: The curriculum of a subject with practical content is generally organized into an average of 67% for the theoretical classes and 33% for workshop. Olunloyo (2002) noted that one of the issues confronting the design of appropriate curriculum for technical education is preparing students for the shift from the fordist to Information Communication and Technology (ICT) paradigm in technology practice. The low pace of industrialization and technological growth in Nigeria can be attributed to the widening gap between science and technology as a result of the inability of technical education to adequately utilize the scientific ideas to promote technology. This suggests the need to overhaul technical education curricula in Nigeria. The overhauling of the curricula may not necessarily translate to the production of highly literate technical education experts of ready-made graduates for the industry which may result in rapid industrialization or economic growth of the nation unless solutions are proffered to some constraints that may militate against positive outcomes, but will adequately equip our youths with the relevant skills needed for their daily living.

Ojimba(2012) identified six problems associated with the current curricula in Nigeria.

They are:

- i. The curricula are based on foreign model which has evolved under ideal conditions (staff, equipment, infrastructure, training opportunities, etc) that are not easily duplicated in developing countries.
- ii. There is a basic lack of textbooks in the area and most of the available textbooks have foreign background and often illustrated with examples from outside the local environment.
- iii. There is usually a shortage of highly competent indigenous teaching and support staff with sufficient practical experience of technology.
- iv. The curricula are adjudged to be too academic and overloaded with intellectual content in pure science and mathematics at the expense of basic engineering and technology.
- v. Inadequate provision of humanities, social sciences, business management concepts and entrepreneurial skills development. Because of the inadequate preparations of the students for the industry, some employers retain the graduates to make them productive in their organizations.
- vi. The teaching approach follows the conventional method of transferring knowledge across through the lecturer reading out to the students, who would then take down notes. The educational system continues to place considerable value on this method of teaching.

7. Apathy of Political holder's/law makers: Education generally including technical and vocational education programme has been grossly neglected in Nigeria. Technical

educators have the greatest challenge of convincing the law makers on the reason they should give priority attention to the programme in resources allocation. Many options of getting positive results have been advocated at different places namely; lobbying, participation of technical educators in governance, wooing etc, yet the government is still playing a lopsided attitude to the proper development of the programme in Nigeria. Therefore, Nigeria will ever remain a technologically backward and dependent nation if this negative attitude and trend is not reversed.

8. Nigerian Value System: In Nigeria today too much emphasis is placed on University qualifications not minding whether the holder possesses the required knowledge and skill. But in advanced societies those with technical degrees are highly regarded. In fact, the value system in those countries depend on the person's skills and knowledge, and not on the stack of academic degrees one has. In the public service, graduates of technical education are often discriminated against and their career prospect limited. For this reason, secondary school leavers and parents prefer University education to technical education (Nworlu- Elechi, 2013).

Way Forward for Vocational Education in Nigeria

There is still hope for vocational education in Nigeria. All it takes is for educational institutions to include it into the school's curriculum. If it is introduced into the prospectus, it will give students the opportunity to learn life skills that will help them in the future.

Also, for those that dropped out of school due to the inability to pay school fees or struggle in academics, vocational education can help build up their talents and enable them to secure well-paying jobs to take care of their families. For this reason, Nigeria

Labour Congress (NLC) and other affiliated unions should back up the government in establishing functional vocational centres in the local government areas from where the people could go and acquire some job skills. This will reduce the level of crime in the country and also increase the standard of living for the Nigerian people.

Secondly, there should be a shift in the mindset of educational institutions regarding vocational education. Already, private schools are beginning to embrace and teach vocational training to their students. Students are already learning robotics, crafts, drama and information technology. Schools are starting to realise that not every graduate will practise what they studied in schools. Today, we have lots of lawyers who are actors; doctors who are fashion designers and pharmacists who are traders. The inability of our educational system to provide the youths with the demands of industries has led to increased frustrations; this further validates the fact that vocational education is essential.

Graduates looking for jobs can use their skills to set up their businesses and earn income. The training of students in vocational education brings about both immediate and lasting economic returns for the country and its citizens. It is crucial for our vocational institutions to develop good relationships with similar institutes overseas, as this will promote the cross-sharing of ideas and improve technology transfer. By doing this, the vocational institutions in Nigeria will have access to up-to-date developments and other numerous benefits. There is a huge necessity for vocational education in Nigeria. It is vital for educational institutions to provide the resources needed to teach vocational studies in schools. It is significant for parents, educators and even the government to note the relevance of scholars studying vocational education.

It provides students with life skills to become productive entrepreneurs, as it breeds creative and innovative ideas. In the long run, it impacts on the economy and also increases personal freedom.

Role of Facilities in Technical Vocation Education

Effective implementation TVE curriculum to achieve planned objectives or derived outcome depends on the quality of the teacher's ability to effectively manipulate, operate, and use equipment, tools and materials to help learners learn the contents of the curriculum. TVE requires numerous training on specific experience for the learner to form right habits of doing and thinking to a degree necessary for securing employment. In these training activities, there is an appeal on almost equalitarian on physical, intellectual and emotional brains of the learners (Ogwo & Oranu, 2005). According to Olabiyi, (2008) many educators are of the view that learning occurs best through participation. The uses of training facilities help teachers to direct the learning of their students instead of talking from higher platform to passive students, some of who might be asleep. Students, as we know, learn by discovery and the teacher cannot have in stock all that the child needs to know. The psychological relevance of individualised instruction also necessitates the use of various approaches to cover the different abilities and perceptions of students. Nothing else can help to achieve better diversification of lesson in the classroom than educationally certified training facilities and techniques.

The FRN in the NPE (FRN, 2004) states that the goals of TVE shall be to provide trained manpower in the applied sciences, technology and business particularly at craft (equivalent of high schools), advanced craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic

development; to give training and impart the necessary skills to individuals who shall be self-reliant economically. At all levels of the nation's educational system and for all known and existing school types, instructional facilities or teaching and learning materials are an indispensable factor in the attainment of the goals (Mkpa, 2001). Uzoagulu (Umar & Ma'aji, 2010), warned that where the facilities, equipment and tools are not adequate and for use by the teeming number of TVE students acquisition of skills in technical training programs will suffer and will lead to the production of highly unskilled personnel who are unemployable and unproductive. Therefore, inadequate workshop facilities in TVE institutions deterred skill acquisition.

Review of Empirical Studies

Oviawe, Uwameiye & Uddin (2017) carried out a study on best practices in technical education programme for students' capacity building and sustainable development in the 21st century. The purpose of this study is to determine the best practices in technical education programme for students' capacity building and sustainable development in the 21st century using survey research design. The entire population of 50 technical teacher educators in the Departments of Vocational and Technical Education in the three public universities in Edo and Delta States of Nigeria was used for this study. The instrument used for data collection is a 57-item questionnaire, with a five-point Likert scale. The data collected were analysed using mean statistics. The findings revealed that there was almost no joint programme in technical education between school and industries except for the Students' Industrial Work Experience Scheme (SIWES). There is also no involvement of industries in the running of technical education programme in Nigeria. Some challenges to effective

school-industry collaboration and some ways that schools and industries could jointly engage to enhance students' capacity building in technical education were identified. It was recommended among others that educational institutions offering technical education programmes should tap the dynamisms and synergies of the 21st century workplace to the full to produce technical education graduates who can fit in and succeed in the 21st century world of work.

Ahmed (2010) carried out a study on Building Capacity of Teachers and Trainers in Technical and Vocational Education and Training (TVET) in Sudan Case of Khartoum State. The purpose of this research was to do applied study to investigate TVET teacher education in Sudan in a bid to rebuild and raise the capacity of the teachers and trainers who are working in the technical schools and vocational training centres in Khartoum state, and to generalize the overall results throughout the Sudan. In order to collect convenient information, the study used the questionnaire and interview as instruments to achieve the objectives of the research. The main population of the study is teachers, trainers, administrators and employers. With respect to data analysis, the study used the SPSS program and the Chi-square to test some hypotheses. The results of the study showed that essential innovations and reforms on the initial and in-service training programs should be done especially, respect to practical components of the initial and in-service training to reach the professional development for teachers.

Winarno (2016) carried out a study on Entrepreneurship Education in Vocational Schools: Characteristics of Teachers, Schools and Risk Implementation of the Curriculum 2013 in Indonesia. The study examines the problems of entrepreneurship education at Vocational High School based on the perspective of teachers and school

management characteristics related to the implementation of the curriculum in 2013 and trials of character-based education model. The research and development survey was conducted on a Vocational High Schools in East Java. Analysis description, experimental and entrepreneurial attitude tests were used to assess the findings of the field. The study was conducted for 2 (two) years. The results showed that more entrepreneurial teachers teach "the theory of entrepreneurship" than forming values and skills, related curriculum in 2013 (K-13). The teachers have difficulty in implementation, the experience of teachers to business practices and network with minimal business world. K-13 tends to lower and decrease the entrepreneurial spirit of students because of the lack of material changes in attitude, the school management does not undertake any major policy changes related to the implementation of this new curriculum. Model of learning by giving the module containing the business motivations of character-based and case studies are structured through the guidance of teachers can improve attitudes related aspects of confidence and motivation for entrepreneurship. Aspects of creativity, attitudes towards risk, initiative, responsibility and leadership is still low.

Maigida, Saba and Namkere (2013) carried out a study on Entrepreneurial Skills in Technical Vocational Education and Training as A strategic Approach for Achieving Youth Empowerment in Nigeria. The paper examined how entrepreneurial skills in Technical Vocational Education and Training (TVET) can be used as a strategic approach for achieving youth empowerment in Nigeria. They noted that Nigeria is fast becoming a predominantly youthful society with high rate of unemployment requires training the youth in entrepreneurial skills in Technical Vocational Education and

Training to tackle the unemployment which has reached alarming proportions. This is because the youth represents a tremendous potentials development of human capital which the society cannot afford to neglect. Young people's situation and future prospects are of vital concern to all. Many youth face high unemployment, joblessness and difficulties in getting a firm foothold into the labour market. These have led to problem of unemployment especially among youth leaving various educational institutions. The youth graduate from school without the needed skills or competencies that would enable them function in today's emerging society.

Bakar and Hanafi (2007) carried out a study on Assessing Employability Skills of Technical-Vocational Students in Malaysia. The objective of their study is to present the findings of TVE system implementation in one of the technical training institution in Malaysia. Research sample has been selected using a simple random method from the third year students. A total of 162 students participated in this research. The result shows that mean score for overall employability skills was quite high. Two aspects of the employability skills, namely, thinking skills and resource management competence and system & technology competence were slightly lower than the mean score. Respondents have slightly higher than the mean scores on basic informational competence interpersonal competence. The mean score of personal quality is the highest among all the aspects of variables of employability skills.

Summary of Literature Review

Vocational and Technical Education was strongly established during the past decades and resulted in good outputs. This was mainly because most of its institutions were established by aid or support of oil companies and related organizational

interventions which provided modern equipment and funded its continuity (programs). Such support was gradually reduced and finally stopped due to economic and political situations on one hand, and on the other hand owing to high the expenses of maintaining such education and training. Hence, the responsibility of these organizations was transferred to the national authorities who failed to provide the necessary budgets for the training and maintenance the workshops and laboratories. The literature reviewed has shown some impact of capacity building strategies to vocational teacher education. However, most of the local literatures did not focus on most of the strategies discussed in this study.

CHAPTER THREE

METHODOLOGY

This chapter gives a description of the method and procedures used in the study.

The component parts of the research methodology are

Design of the Study

Population of the Study

Sample and Sampling Techniques

Instrumentation

Validity of Instruments

Reliability of the Instrument

Method of Data Collection

Method of Data Analysis

Design of the Study

The design for this study is a survey research. This strategy was chosen because of the nature of the research topic which demands the collection of significant amount of data from a meaningful population size in an efficient manner (Abiola 2002). This enabled the researcher to administer questionnaire to many respondents at the same time.

Population of the Study

The total population of the study consist of students in business education from 100 level to 400 level in the university of Benin Edo State. The population consisted of seven hundred and thirty (730) students.

Sample and Sampling Techniques

Using convenience sampling method, a sample of 100 students were used for the study. The subjects for this study were drawn from student in business education from 100 level and above in the university of Benin Edo State. In each level, 25 students were randomly selected using interval or systematic random sampling technique.

Instrumentation

The research instrument in this study is a questionnaire designed to sample the “effect of the lack of adequate training and practical facilities and how it affects vocational and technical education”. This is otherwise called E.L.A.T.P.F.H.A.V.T.E “effect of the lack of adequate training and practical facilities and how it affects vocational and technical education.” is made up of two sections, A and B. Section A samples the personal data of the students like age, level and sex; while section B samples had items which are drawn based on the purpose of the study, which is aimed at collecting data on the effect of lack of adequate training facilities that does not make student learn the practical aspect of vocational and technical education. Section B is made up of 4 research questions with 5 different questions under the four research questions making all together of 20 items of questionnaire.

Effect of the lack of adequate training and practical facilities and how it affects vocational and technical education has a four points scale, whereas the highest point represents strongly agree, the least points represents strongly disagree.

Validity of the Instruments

To ensure that the questionnaires measure what it was intended to measure, a draft of it were subjected to the research supervisor and two other lecturers from the department of vocational and technical education who scrutinize and made some valuable correction and modification. As a result of the scrutiny, modifications were made in the final draft of the instrument before it was administered.

Reliability of the Instrument

The reliability of the instrument was established using the use of test and re-test method which involves administering of the questionnaire to the respondent twice at a

different time to the same set of respondent to check the correlation of results and it was correlated to a high degree.

Method of Data Collection

The questionnaires were administered personally by the researcher. The questions were carefully explained to the respondents by the researcher who stayed to give assistance to respondents who has some difficulty. The questionnaires were collected as soon as they were completed.

Method of Data Analysis

In the analysis of this study, mean and standard deviation will be used to determine whether the response to an item is positive or negative. Items were classified both as positive or negative attitudes using the mean rating of 2.5 for decision for the four points scale of;

Strongly agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly disagree (SD).	1
Summation	$= 4+3+2+1 = 10$
Average	$= 10/4 = 2.5$

Items with 2.5 and below mean values were regarded as negative while items with 2.5 and above mean values and above were regarded as positive response.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter entails the result of the responses of students used in the study. The analysis is illustrated with discussions and tables. In analyzing the data, mean is used to determine which item expressed a positive or negative attitude of student. It will be discussed under the following headings

❖ Answering of Research Question

❖ Discussion of Findings

Answering of Research Question

Frequency Table for Personal Data of the Respondents

Table 1: Frequency count for Age Range of Respondents

Age	Frequency	Percent
15-20	28	28
21-25	42	42
26-30	22	22
Above 30	8	8
Total	100	100.0

Table 1, reveals that 28% of the students were aged between 15-20, 42% were aged 21-25, 22% were aged 26-30 and only 8% was aged above 30 years old.

Table 2: Frequency Count for Sex of Respondents

Sex	Frequency	Percent
Male	50	50
Female	50	50
Total	100	100.0

Table 2, reveals that 50% of the students were male and 50% were female.

Research Question One: To what extent do lack of equipment and facilities affect vocational and technical education?

Table 3: mean responses and standard deviation on lack of equipment and facilities affect vocational and technical education

S/N	Items	Mean	Std. Deviation	Decision
1	There are outdated equipment and facilities to train students	2.59	1.16	Positive
2	Inadequate teaching materials	2.91	0.82	Positive
3	Shortage of workshop to teach	2.37	1.03	Negative

	and learn practical VTE			
4	School facilities serve as pillars of support for effective teaching and learning	2.77	1.12	Positive
5	VTE curriculum cannot be sound and well operated with poor and badly managed school facilities	3.13	0.85	Positive
	CLUSTER	2.75	0.99	Positive

Table 3 shows that the mean respondent ranges from 2.37 to 3.13, while the standard deviation range from .82 to 1.16. The mean value shows that they responded positively to four items which are item 1, 2, 4 and 5 respectively while negatively to only one items which is item 3. The cluster mean of 2.71 is higher than the value mean of 2.50 therefore, it is concluded that lack of equipment and facilities affect vocational and technical education.

Research Question Two: To what extent do inadequate and incompetent technical teachers affect vocational and technical education?

Table 4: mean responses and standard deviation on inadequate and incompetent technical teachers affect vocational and technical education

S/N	Items	Mean	Std. Deviation	Decisions
6	Qualified vocational educators play a significant role in ensuring that their students enjoy practical learning	2.77	0.01	Positive

7	Inexperienced and unqualified technical teachers are employed thereby lowering academic standard	2.61	0.52	Positive
8	There is inadequate number of qualified trained teachers	2.60	1.03	Positive
9	Poor salaries and incentives for the trained technical teachers	2.93	1.09	Positive
10	Less competent instructors in training Institution	2.36	1.03	Negative
	CLUSTER	2.65	0.74	Positive

Table 4 shows that the mean respondent ranges from 2.36 to 2.93, while the standard deviation range from .01 to 1.09. The mean value shows that they responded positively to four items which are item 6, 7, 8 and 9 respectively while negatively to only one items which is item 10. The cluster mean of 2.65 is higher than the value mean of 2.50 therefore, it is concluded that inadequate and incompetent technical teachers affect vocational and technical education.

Research Question Three: What are the trends in policymaking, planning & implementation of vocational and technical education Programmes?

Table 5: mean responses and standard deviation on trends in policymaking, planning & implementation of vocational and technical education Programmes

S/N	Items	Mean	Std. Deviation	Decisions
11	Education generally including technical and vocational education programme has been grossly neglected in Nigeria	2.80	1.89	Positive

12	Lack of involvement of VTE educators in educational planning and governance	2.88	0.58	Positive
13	Negligence of institution to get feedback about their students after graduation	2.70	0.52	Positive
14	They pay less emphasis on human development	2.20	0.82	Negative
15	Technical teachers are not employed to teach in VTE institutions	2.62	1.06	Positive
CLUSTER		2.64	0.97	Positive

Table 5 shows that the mean respondent ranges from 2.20 to 2.88, while the standard deviation range from .52 to 1.89. The mean value shows that they responded positively to four items which are item 11, 12, 13 and 15 respectively while negatively to only one items which is item 14. The cluster mean of 2.64 is higher than the value mean of 2.50 therefore, it is concluded that there is no consideration in policymaking, planning & implementation of vocational and technical education Programmes.

Research Question Four: How does inadequate funding affect vocational and technical education?

Table 6: mean responses and standard deviation on inadequate funding affect vocational and technical education

S/N	Items	Mean	Std. Deviation	Decisions
16	Inadequate funding of vocational institutions has caused the turning out of half-baked graduates	2.59	1.16	Positive

17	No fund to build and maintain workshops, laboratories or even purchase modern equipments	3.29	0.56	Positive
18	Staffing of Vocational technical education is generally inadequate because of poor funding	2.53	1.08	Positive
19	The primary challenge is that a qualified teacher may not accept a low paying job	2.54	1.01	Positive
20	Inadequate funding has weakened technical education in Nigeria	2.78	1.04	Positive
	CLUSTER	2.75	0.97	Positive

Table 6 shows that the mean respondent ranges from 2.53 to 3.29, while the standard deviation range from .56 to 1.16. The mean value shows that they responded positively to all five items which are item 16, 17, 18, 19 and 20 respectively. The cluster mean of 2.75 is higher than the value mean of 2.50 therefore, it is concluded that inadequate funding affect vocational and technical education.

Discussion of Findings

The findings of the research question one revealed that lack of equipment and facilities affect vocational and technical education. According to Owuamanam (2005) observed that the inadequacy of infrastructural facilities and lack of maintenance of available facilities were major problems facing Nigerian educational systems. Also, by Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities

The finding of the research question two revealed that inadequate and incompetent technical teachers affect vocational and technical education. As pointed out by Agbionu (2003) Consequently, inexperienced and unqualified technical teachers are

employed thereby lowering academic standard, resulting to wastage in the achievement of technical education goals.

The findings of the research question three revealed that there is no consideration in policymaking, planning & implementation of vocational and technical education Programmes. As pointed out by May (2007) observed that technical and vocational education are very much still neglected in the aspect of adequate funding, personnel, modern facilities, staff motivation which consequently are robbing the country of the economic development to be contributed by graduates of technical/vocational education. Also, Asogwa and Diogu (2007) maintained that there is an urgent need for the Nigeria's attention to be redirected towards self-reliant and sustainable means of livelihood which technical education provides

The findings of the research question four revealed that inadequate funding affect vocational and technical education. According to Momoh (2012) and Mohammed (2001) observed that government lack of commitment to technical education and inadequate funding has weakened technical education in Nigeria

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study investigated the effect of the lack of adequate training and practical facilities and how it affects vocational and technical education. The researcher has looked widely into how the lack of equipment and facilities, how inadequate and

incompetent technical, how the trends in policymaking, planning & implementation of vocational and technical education Programmes and how inadequate funding affects vocational and technical education.

The design of this study is a survey meant to assess student's attitudes. This is in consideration of the enormous importance of the response to the effect of the lack of adequate training and practical facilities and how it affects vocational and technical education. A careful examination was made to determine the effects the above factors has. In the research methodology, four research questions were raised with each question section containing five items making it twenty items in total and the research questions were distributed in the questionnaires which were used to elicit the necessary information needed from the research work.

The Questionnaire was specially designed for students in business education from 100 level to 400 level in the university of Benin Edo State. The data were analyzed and it was discovered that the majority of students lack adequate training and practical and it affects how they see vocational and technical education.

Summary of Findings

- ❖ Lack of equipment and facilities affect vocational and technical education
- ❖ Inadequate and incompetent technical teachers affect vocational and technical education

- ❖ There is no consideration in policymaking, planning & implementation of vocational and technical education Programmes
- ❖ Inadequate funding affects vocational and technical education

Conclusion

It is clear that the education sector of Edo state and the country at large has no smooth running of education system. In fact, all levels of education are plagued with catalogue of problems ranging from underfunding to mismanagement. If the educational sector of our schools throughout the state is to maintain maximum standards, it should be provided with adequate funds, infrastructural facilities in term of modern classrooms and workshop and highly qualified technical teachers that can effectively pass across the knowledge to the student. Finally, students should be given the best in education with modern facilities which will in turn draw out the best in every student and ensure the utility of these students to the development of Edo state, and the country at large.

Recommendation

Based on the investigations carried out on topic, the following recommendations are made:

1. Both government and private sectors should provide equipment and facilities in vocational and technical school for the acquisition of skills.
2. Government and other education stakeholders should make sure that educational programmes at all levels of education are made relevant to provide youth and graduates needed vocational and technical skills.

3. Government should employ qualified technical and vocational subject teachers. However, the Commissioner of Education, Ministry of Education and Civil Service Commission needs to work collectively to establish an employment scheme and committee that will be made up of VTE professionals, (from industries and academic institutions) educational policy makers, and educational administrators that will be in charge of selection and recruitment of VTE subject teachers based on their level of education, competence and mastery in subject area, and ability to inculcate the curriculum content to the students. By doing this, the issue of lack of qualified and professional VTE subject teacher will be addressed and this will enhance students' performance, and the achievement of the goals of VTE.
4. A training plan that states clearly what the student is expected to learn and what the employer is expected to provide, should be developed as an integral part of national strategy.
5. Regular seminars and workshops should be organised to keep teachers abreast of current development in the field of vocational and technical education and how best to impact them on their students.

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APPENDIX I
UNIVERSITY OF BENIN
FACULTY OF EDUCATION
BENIN CITY

RESEARCH TOPIC: EFFECT OF THE LACK OF ADEQUATE TRAINING AND PRACTICAL FACILITIES AND HOW IT AFFECTS VOCATIONAL AND TECHNICAL EDUCATION. A CASE STUDY OF UNIVERSITY OF BENIN. QUESTIONNAIRE

INTRODUCTION:

This questionnaire is solely for research purpose. Do not write your name. Please answer each question as honestly as possible. Your response will be treated with utmost confidentiality. Answer the question by ticking (✓) in the appropriate box that best describes your view

SECTION A: (PERSONAL DATA)

1. Age Range. 15-20 [] 21-25[] 25-30 [] Above 30 []
2. Sex: M [] F []
3. Level 100 [] 200 [] 300 [] 400 []

KEY TO SCORES:

- Strongly agree - (SA)
 Agree - (A)
 Disagree - (D)
 Strongly disagree - (SD)

S/N	ITEMS	SA	A	D	SD
	Lack of Equipment and Facilities affect Vocational and Technical Education				
1	There are outdated equipment and facilities to train students				
2	Inadequate teaching materials				

3	Shortage of workshop to teach and learn practical VTE				
4	School facilities serve as pillars of support for effective teaching and learning				
5	VTE curriculum cannot be sound and well operated with poor and badly managed school facilities				
	Inadequate and Incompetent Technical Teachers affect Vocational and Technical Education				
6	Qualified vocational educators play a significant role in ensuring that their students enjoy practical learning				
7	Inexperienced and unqualified technical teachers are employed thereby lowering academic standard				
8	There is inadequate number of qualified trained teachers				
9	Poor salaries and incentives for the trained technical teachers				
10	Less competent instructors in training institution				
	Trends in Policymaking, Planning & Implementation of Vocational and Technical Education Programmes				
11	Education generally including technical and vocational education programme has been grossly neglected in Nigeria				
12	Lack of involvement of VTE educators in educational planning and governance				
13	Negligence of institution to get feedback about their students after graduation				
14	They pay less emphasis on human development				
15	Technical teachers are not employed to teach in VTE institutions				
	Inadequate Funding affects Vocational and Technical Education				
16	Inadequate funding of vocational institutions has caused the turning out of half baked graduates				
17	No fund to build and maintain workshops, laboratories or even purchase modern equipments				
18	Staffing of Vocational technical education is generally inadequate because of poor funding				

19	The primary challenge is that a qualified teacher may not accept a low paying job				
20	Inadequate funding has weakened technical education in Nigeria				