International Journal of Education, Learning and Development
Vol.6, No.2, pp.14-25, February 2018
Published by European Centre for Research Training and Development UK (www.eajournals.org)

RELATIONSHIP BETWEEN RESOURCE AVAILABILITY AND ACADEMIC PERFORMANCE OF STUDENTS IN WOOD WORK IN TECHNICAL COLLEGES IN DELTA STATE, NIGERIA

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ABSTRACT: *The paper examined the relationship between resource availability and students' academic performance in wood work in technical colleges in Delta State, Nigeria. The researcher employed correlational survey research design. Three research questions were raised for the study.* With the dwindling provision of resources and the declining academic performance of students in the technical colleges, one wonders whether relationship exists between resource availability and students' academic performance in the colleges. This constitutes the major concern of this present study especially technical college in Delta State.*Checklist was adopted from National Board for Technical Education (NBTE) (2008) approved lists of equipment/tools in technical colleges and administered to the respondents. Achievement Test on Wood work was also administered to a sample of 20 students in technical colleges at two different occasions with an interval of two weeks. The scores received from the test were subjected to person's product movement correlation coefficient. A reliability coefficient of 0.75 was obtained and this was high enough to achieve the objectives of the study. The instruments were collected back and with percentages. The results of the study showed that there were inadequate qualified teachers in various technical colleges, the workshop assistant staff were inadequate and the equipment/tools in workshops were grossly inadequate in technical colleges in Delta State, Nigeria. The relationship between resource availability and students' academic performance in wood work in technical colleges was not encouraging and recommendations were proffered respectively.*

KEYWORDS: Resource Availability. Academic Performance, Students. Woodwork

INTRODUCTION

Education is a vehicle for economic, social and political development. Federal Government of Nigeria in 1977 National Policy on Education introduced 6-3-3-4 system of education in Nigeria and technical education as an aspect of education which leads to the acquisition of practical and applied skills as well as the basic scientific knowledge. Technical and vocational education is further understood to be:

(a) An integral part of general education;

(b) A means of preparing for occupational field and for effective participation in the world of work;

(c) An aspect of life-long learning and preparation for respective citizenship;

(d) An instrument for promoting environmentally sound sustainable development; and

(e) A method of alleviating poverty

Print ISSN: ISSN 2054-6297, Online ISSN: ISSN 2054-6300

(FederalGovernment of Nigeria, 2012)

The Federal Ministry of Education (2009) outlined the main objectives of technical education to provide skillful man power in applied science, engineering, technology and commerce to operate, maintain and sustain the nation's economic activities for rapid socio-economic development. It is designed to impact the necessary skills which lead to the production of craftsmen, technician and technologists who will be enterprising and self-reliant, thus having the greatest potential to generate employment, reduce poverty and eliminate the Area Boys Syndrome. Unfortunately, the objectives have not been realized due to the long period of systematic neglect and discrimination.

The Main Objective of Woodwork in Technical Colleges Include;

1 To develop creative ability in the use of wood and related wood materials;

2. To equip learners with the basic analytical knowledge and practical skills for simple wood work construction;

3. To provide the orientation for higher studies in wood technology and woodwork and

4. To acquire the basic skills in woodwork to make a functional living in society.(Federal Government of Nigeria, 1981).

The Concept Of Wood Work

Handling and using hand tools, Power tools and machines, sources of accident in the workshop, Safety wears and equipment, goggles, fire extinguishers etc. materials handling, clothing, health hazards, movement, machines operation, fire, first aid, hand tools classification and uses, geometrical marking-out tools, try square, dividers, gauges, planning tools, jack, smooth, try planes, spoke-shave etc. Chisels,firmer, pair mortise etc Boring, ratchet, wheel brace, bits, drills, countersinks. Impelling tools, hammer, mallet, maintenance of all tools, sharpening plane, cutters, chisels, drills, saw teeth set, cleaning, lubricating, storing, wood cutting principles, wood work bench, tools. Jack, plane, hand saws, marking guage try square, rules, smoothing plane, snatching of working drawing, try square, pencil, rule, gauges compass, marking knife, conventional representation for timber, common portable hand tools,e.g portable saw, portable planner, portable drill, portable sander, jigsaw, operation, planning, sawing, mitering, drilling, sand papering, rebating, basic wood-working machines, various parts,working principles, surface planning, thickening, circular saw, mortising, cross cutting, drilling, single-ended tanning machine, uses of drum dust, fume, dust extractors , maintenance of machines, tools, e.g. clean, lubricate all machine tools, set oils levels, replace burnt fuse, blb, worn out, or outdrive belts, joint, widening joints, lap-dovetail, bridle, housing, pin joints, lip edges, chamfer, nosing, rounding, principles of frame construction, construction factors to be considered e.g. rigidity, jointing method, squares of the frame-car case, butt, dowel joint mortise, tenor joint, miter, feather joints, using joints, timber growth, how timber is obtained, fell, cut into logs for saw mills, hardwood, softwoods. Conversion of timber, breaking down, back saw, quarter saw, sketch, labeling, seasoning of timber, air, artificial or kiln, staking of board, timber defects, cuses e.g. splits, wrap, twist, case-hardening, collapse, fungus, white ants, wood borers, Nigeria timbers e.g. mahogany, obeche, ceda. Afara, abura, their uses, timber pests, common manufactured boards, properties, gain, figure, colour, density, plywood, lamination board, block board, chip board, main types of adhesive: protein, synthetic resin, contact, animal vegetable, thermoplastic glues (PVC), properties, preparation, application of

Print ISSN: ISSN 2054-6297, Online ISSN: ISSN 2054-6300

each types, types of fitting, selection, application of fittings, properties of materials used for common fitting, e.g. brass, mild steel, aluminum, plastics, hinges, locks, handles catches, stays, bolts, purpose of finishing wood, e.g. hygiene, preservation, aesthetic, oil water-based, types of wood finishes e.g. paints, varnishes, pigments, binder, composition of common wood finishing materials, features of a pull over cross cutting machine, principles of operation, safety precautions application, various cutters and accessories, machine mounting, routing service, maintenance, main features of circular rip saw, scope, operating principles, safety

Availability ofAvailability of Facilities, and Students Academic Performance in Technical Colleges:

Ogbodo (2005) and Osahon (2008) said that the practical oriented nature of technical and vocational education demands the availability of physical facilities such as laboratory, workshop and library for the effective operation of the programmes in schools. Well equipped workshops and laboratories are essential accomplishment of technical and vocational education programmes. It makes instruction effective and meaningful, but he lamented that these workshops and laboratories were not always available in schools (Asilokun, 2008). Onoja (2004) also reaffirmed that teaching materials, school buildings and equipment in a school enhance teaching and learning activities. He emphasized that the school building in a learning environment has much impact on the comfort, safety and performance of students. The infrastructural facilities are necessary for meaningful learning to take place in schools. He further stated that these facilities should be designed and built to provide comfort in teaching and learning process in schools. Aghenta (2006) also stated that:

To acquire competence in skill training, practice is essential; well equipped workshops and laboratories must be provided. The type of course available and the level of training required should determine the kind of equipment needed. Once this is determined, steps should be taken to provide and equip appropriate workshops and laboratories for effective practice. The National Council on Education and Monitoring Committee (2002) and National Board for Technical Education (NBTE) (2005) recommended two blocks for workshops; one containing three rooms for woodwork/building construction, metalwork and technical drawing the other block containing two rooms for electrical/electronic and mechanical/metal work technology. On the issue of inadequate number of laboratories in schools Imarhiagbe (2005) recommended that building of functional laboratories was the best way to achieve the aim of technical colleges as stated in the National Policy on Education.

AvailabilityofQualified Teachers and Students Academic Performance in Technical Colleges.Uwameiye (2010) posited that inadequate number of technical teachers has seriously affected the teaching of technical subjects in technical colleges and secondary schools. Despite the addition of existing colleges of education (Technical) which produce technical teachers, there has not been so much improvement in the inadequate number of technical teachers to teach technical subjects in technical colleges. He went further to say that the shortage of vocational and technical teachers is high due to attractive conditions of services offered by industries and retrenchment exercise carried out by some state government which remove many technical teachers from in public schools.

Imandojemu (2008) pointed out that the training of technical and vocational teachers in the technical colleges and concluded that the reasons responsible for the acute shortage of technical and vocational educational teachers was redundancy due to no workshops or electricity to operate the machines for purposeful teaching of technical and vocational courses, Lack of funds

Print ISSN: ISSN 2054-6297, Online ISSN: ISSN 2054-6300

to buy consumable materials for practical and the school authorities not willing to spend money on technical and vocational education programs.

Tiawo (2002) posited that the shortage of technical and vocational education teachers in technical schools, trade centers was one of the main problems facing technical and vocational education at all levels of education in Nigeria. He suggested that every state in Nigeria should at least have one institution of higher learning to run advance craft course/technical and vocational subjects' education so as to increase more technical and vocational teachers in schools. Ijeoma (2009) posited that Nigeria as a country is seriously short of qualified personnel in many fields. Education is not left out in this regard, but technical and vocational education seems mostly hit. He stressed that Nigeria has explosive students' enrolment in technical schools.

Akpan (2008) posited that adequacy of both human and material resources in technical and vocational education programs could cause wastage. She stated that the scarcity of qualified technical teachers for technical and vocationalprograms caused mainly by poor remuneration as compared to more attractive opportune industries and commerce is a major source of wastage in technical and vocational education institutions. The author argued that such a situation may result to the rationalization of technical and vocational educational education programmes phasing out of some programmes and even the resultant effect of wastage of low enrolment rate and of fewer skilled manpower less than the set goals for technical and vocational education institutions.

Availability of Equipment/Tools and Students' Academic Performance in Technical Colleges

The Ministry of Education (Science, Technical and Vocational Division) (2005) said that the kind of equipment/tools and facilities available in industries, one temped to say that a technical vocational education in Nigeria is grossly under equipped because of the kind of tools, equipment used in industrial establishments are yet to be found in technical colleges were the students are actually prepared for the industries. The report further stressed that what is available in some technical colleges are out-dated equipment/tools which were procured in the pre-independence era. It concluded that a list received from the National Board of Technical Education for each trade area indicated that the workshops were ill-equipped.

Ezeji (2010) observed that is dearth of material resources within the school system for teaching many technical courses. He further stressed that it is surprising to note that the government failed to acquire raw materials when they procured introductory technology equipment/tools for schools. According to the author, the result is that students do more theoretical lessons at the expense of practice exercise, while in some cases students are given projects and asked to procure materials for themselves. Ekwue (2010) also noted that the few available materials in technical colleges were not adequately used. According to him, the reason for this was that most of the teachers were unable to use the materials effectively or did not even know how to use them.

Training equipment such as machines, hand tools and well equipped studios are difficult to come by. Many technical colleges and universities offering technical and vocational education programs still operate at their old sites, as they are unable to build appropriate infrastructures and equip the new site with training facilities. This high cost of administration of technical and vocational education programs arising from building of classrooms, building and equipping of

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special workshops, laboratories, equipment and tools for practical work has been identified by many authors. He argued that technical and vocational education programs were so expensive that government alone cannot meet the high demand of pressing national and economy priorities (Nwadiani, 2006).

For any Nation to be self-reliant its educational programs must have been properly planned and necessary facilities provided to enable the attainment of programs, goals to be achieved (Ekwue 2010). According to him, in technical and vocational education, basic machines, equipment/tools and materials as well as other resources are needed and are needed and are absolutely necessary to make the teaching of technical subjects stimulating and goal directed.

Ochuba (2002) emphasized that crucial to the success of any educational program is the provision of dedicated teachers, the provision of infrastructural facilities and adequate provision of equipment and tools for teachers in the teaching and learning process. He further stated that the importance of qualified teachers in technical and vocational education programs cannot be over emphasized because no technical and vocational programs can succeed without competent professional teachers. Jackson (2002) ascertained that teachers are important resource in schools; therefore, focus should be on the various ways of developing the teachers. He opined that this could be achieved by "personal resourcing questionnaire" which can be constructed by the teachers themselves.

Statement of the Problem

Adeogun and Osifila (2008) andOsarenren (2008) have revealed that there were inadequate supply of teachers, equipment/tools and poor infrastructural facilities in schools all over the federation which is responsible for the abysmal or poor performance of students,. However, in the wake of democratic dispensation in 1999, various efforts were made geared towards improving school infrastructures in various states of the federation. In 2009 more vigorous efforts were made by various states governors of the federation; in Edo State, resulting in the Red roof revolution in schools. Schools ere reconstructed with red roof, tiles, marker board replacing chalk board in most school (Olusi, 2015). In Rivers State the government involved in the renovation of schools and employed teachers in primary, secondary and technical colleges. The Government has purchased set of equipment and tools to schools in Rivers State (Asodike, 2010).

Imoke (2012) asserted that Cross-River State government renovated 60 secondary and technical colleges. Considerable efforts had been made at the development of the capacity of personnel, a road map for the revolutionizing of teaching methodology via e-learning in primary, secondary, technical colleges and tertiary levels of education. He stressed that the government had also purchased laboratories equipment and tools to various schools in Calabar. The government of Delta State intervention in schools involved in the rehabilitation and building of schools. The government upgraded schools in the state to international standard and individuals in the state now withdraw their children from expensive private schools to the State public schools in Delta State (Igho, 2013).

The AkwaIbom State Governormet involvement at school intervention in renovation of one primary, secondary and technical college in every local government in the State. The State government efforts at revamping the educational sector by rehabilitating dilapidated schools and boosting the morale of teachers in the State, led to the introduction of free education for the first nine years and targeted education to fight unemployment in the State. There was a

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linear relationship between infrastructural facilities provision and economic development between 52% and 58% of all secondary, technical college and primary schools in Bayelsa State (Edet, 2015).

With the dwindling provision of resources and the declining academic performance of students in the technical colleges, one wonders whether relationship exists between resource availability and students' academic performance in the colleges. This constitutes the major concern of this present study especially technical college in Delta State.

Purpose of the Study

The purpose of the study is to investigate the relationship between resource availability and academic performance in technical subjects of students in technical colleges in Delta State Nigeria. Specifically, the study seeks to determine the relationship between:

1. Availability of facilities and students' academic performance in technical colleges in Delta State.
2. Availability of qualified teachers and students' academic performance in technical colleges in Delta State.
3. Availability and use of equipment/tools in workshops and students' academic performance in technical colleges in Delta State.

Research Questions

The following research questions were found formulated to guide this study;

1. What is the relationship between availability of facilities and academic performance of students in technical colleges?
2. What is the relationship between availability of qualified teachers and students' academic performance in technical colleges in Delta State?
3. What is the relationship between availability of equipment/tools and students' academic performance in technical colleges in Delta State?

RESEARCH METHOD

Design of the study

The researcher employed correlational survey research design for the study. The population of the study comprised of 4 teachers and 40 students in technical colleges in Delta State, Asaba.

Instrument of the Study

The data for the study were generated with Wood Work check list. The checklist was adopted from the National Board for Technical Examination (NBTE) (2008) approved list of equipment/tools requirements for technical colleges. There were achievements tests scores for students' in Wood Work in technical colleges.

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Reliability of the Instrument

The achievement test of Wood Work where administered to a sample students in technical colleges in Edo State at two different occasions with an interval of two weeks. The score received from the test were subjected to Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.75 was considered high enough to achieve the objectives of the study.

The instrument was administered to the respondents with the help of research assistants. All the achievement tests were collected back and analyzed with percentages.

RESULTS AND DISCUSSION

Table 1: Availability of Facilities and Academic Performance of Students' in Technical Colleges in Delta State.

S/N	Colleges	NBTE Required No. of Workshop and Laboratory	Available No. of Workshop and Laboratory	Total Required No. of Workshop and Laboratory	Total Available No. of Workshop and Laboratory	% Average No. of Workshop and Laboratory	Mean Scores % of Academic Performance of Students
1	Agbor Technical college, Agbor. Woodwork	**1**	**1**	**1**	**1**	**100%**	**0.2**
2	Isele-Uku Technical college, Isele-uku. Woodwork	**1**	**1**	**1**	**1**	100%	0.5
3	Ofagbe Technical college, ofagbe Woodwork	**1**	**1**	**1**	1	100%	0.4
4	Ogbor Technical college, Ogbor Woodwork	**1**	**1**	1	1	100%	0.43
5	Sapele Technical college, Sapele Woodwork	**1**	**1**	1	1	100%	0.38
6	Utagba- Ogbe Technical college, Utagba-Ogbe Woodwork	**1**	**1**	1	1	100%	0.4
		6	**6**	6	6	100%	2.31%

In table 1 above,Agbor Technical College, Agbor, Isele-Uku Technical College,Isele-uku,Ofagbe Technical College, Ofagbe, Ogbor Technical College, Ogbor, Sapele Technical

Print ISSN: ISSN 2054-6297, Online ISSN: ISSN 2054-6300

College, Sapele and Utagba- Ogbe Technical College,Utagba-Ogbe had 100% average number of Workshops and Laboratories in technical colleges in Delta State. On the whole, there were adequate number of workshops and laboratories in various technical colleges in Delta State and the students' academic performance were very poor in technical colleges in Delta State.

Table 2: Availability of Qualified Teachersand Students' Academic Performance inTechnical Collegesin Delta State

S/N	Colleges	NBTE Requirement for Teachers(3)	Available Number of Teachers	Available Number of Oualified Teachers	% of Available Teachers	% of Qualified Teachers	Mean Scores % of Academic Performance of Students
1	Agbor Technical college, Agbor. Woodwork	3	1	1	33.33%	33.33%	1/5=02
2	Isele-Uku Technical college, Isele-uku. Woodwork	3	-	1	-	33.33%	2/4=05
3	Ofagbe Technical college, ofagbe Woodwork	3	2	-	66.67%	-	2/5=0.4
4	Ogbor Technical college, Ogbor Woodwork	3	1	-	33.33%	-	3/7=0.43
5	Sapele Technical college, Sapele Woodwork	3	1	1	33.33%	33.33%	3/8=0.38
6	Utagba- Ogbe Technical college, Utagba-Ogbe Woodwork	3	-	1	-	33.33%	2/10=0.4
Total		**18**	**5**	**4**	**27.78%**	**22.22%**	**0.39**

In table 1 above, Agbor Technical College, Agbor, Isele-Uku Technical College, Isele-Uku, Sapele Technical College, Sapele and Utagba-Ogbe Technical College Utagbe-Ogbe had 33.33% qualified teachers.OfagbeTechnical College, Ofagbeand Ogor Technical College Ogorhad no Woodwork qualified Teachers.

On the whole, there were inadequate qualified teachers of Woodwookin technical colleges and the students' academic performance where very poor in various technical colleges in Delta State, Asaba. This was in support of Taiwo (2002), Akpan (2008),ImandoJemu (2008), Ijeoma

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(2009) and Uwameiye (2010) who stated that there were inadequate qualified teachers of Woodwork in technical colleges.

Table 3: Availability of Equipment/Tools and Students' Academic Performance In Technical Colleges In Delta State, Asaba.

S/N	Colleges	NBTE Required No of Equipment/Tools For Woodwork	Available Equipment/ Tools for Woodwork	Total Required Equipment/Tools in Woodwork Workshop	Total Available Equipment/Tools in Woodwork work	% Average of Equipment/Tools in Woodwork Workshop	Mean Scores of students' Academic Performance	Number of Students
1	Agbor technical college, Agbor Woodwork	1514	501	1514	501	33.09%	0.2	6
2	Isele-Uku technical college, Isele-Uku Woodwork	1514	1009	1514	1009	66.65%	0.5	4
3	Ofagbe technical college, Ofagbe Woodwork	1514	511	1514	511	33.75%	0.4	5
4	Ogor technical college, Ogor Woodwork	1514	1151	1514	1151	76.02%	0.43	7
5	Sapele technical college, Sapele Woodwork	1514	1201	1514	1201	79.33%	0.38	8
6	Utagba-Ogbe technical college, Utagba-Ogbe Woodwork	1514	820	1514	820	54.16%	0.4	10
Total		**9084**	**5193**	**9084**	**5193**	**57.17%**	**2.31%**	**40**

In table 3 above,Sapele Technical College, Sapele gad 79.33% of equipment/tools in,Woodwork , Ogor Technical College Ogor had 76.02% of Woodwork equipment/tools, Isele-Uku Technical College, Isele-Uku had 66.65% of Woodwork equipment/tool,Utagba-Ogbe Technical College Utagba-Ogbe had 54.16% equipment/tools of Woodwork in workshop, Ofagbe Technical College Ofagbe had 33.75% equipment/tools of Woodwork and Agbor Technical College, Agbor had 33.09% of Woodwork equipment/tools in their workshops respectively.

Print ISSN: ISSN 2054-6297, Online ISSN: ISSN 2054-6300

On the whole, there were adequate Woodwork equipment/tools in various technical colleges in Delta State, Asaba.There was very poor academic performance of students in technical colleges. This was in agreement with Ekwue (2010) who stated that equipment/tools are very necessary in schools but some teachers were unable to operate the equipment/machines in schools. This was not in agreement with the Ministry of Education (Science, Technical and vocational Division) (2005), Ochuba (2012), Ezeji (2010), Nwadiani (2006) and Ulugbenga (2014) who reported that there were grossly inadequate equipment/tools in technical colleges.

Discussion of Findings

On the issue of facilities and academic performance of students in technical colleges in Delta State, was in line with Ogbodo (2005),Osahon (2008), Asilokun (2008), Onoja (2004) and Imarhiagbe (2005).who reported that workshops and laboratories were grossly inadequate in colleges.

On the issue of availability of qualified teachers and students' academic performance in technical colleges, was in support of Taiwo (2002), Akpan (2008), Imandojemu (2008), Ijeoma (2009) and Uwameiye (2010) who stated that there were inadequate qualified teachers of wood work in technical colleges.

On the issue of equipment/tools and students' academic performance in technical colleges,was not in agreement with the Ministry of Education (Science, Technical and Vocational Division) (2005),Ochuba (2012), Ezeji (2010), Nwadiani (2016) and Ulugbega (2014) who reported that there were grossly inadequate equipment/tools in technical colleges.

Major Findings of the Study

From the data collected through the instruments, the following were the major findings:

i. There were adequate facilities such as workshops and laboratories of wood work in various technical colleges

ii. There were inadequate qualified teachers of Woodwork and very poor students' academic performance in technical colleges

iii. There were adequate equipment/tools in Woodwork workshops and very poor academic performance of students in technical colleges studied.

CONCLUSION

Based on the findings of the study, the relationship between resource availability and students' academic performance in Woodwork in technical collegesin Delta State, Asaba, Nigeria was not encouraging. Government, Parent Teacher Association and so on should implement the Suggestions stated below so as to improve the students' academic performance in various technical colleges in Delta State, Asaba, Nigeria

Suggestions

Based on the findings of the study, the following Suggestions were made:

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i. Government should recruit qualified teachers in technical colleges so as to improve the academic performance of students.

ii. Government, Parents Teacher Association, school authorities should try as much as possible to provide adequate Woodwork equipment/tools in workshops in order to improve the academic performance of students in technical colleges in Delta State, Nigeria.

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