

Assessment of Teachers' and Principals' Opinion on Causes of Low Enrollment of Students in Technical Colleges: A Delta State Study

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Abstract

The purpose of this study is to ascertain the causes of low enrollments in Delta State technical colleges. The population of the study is 292 comprising of 19 principals and 280 teachers from the six government technical colleges in Delta State. Purposive sampling technique was used to select all the 12 principals and random sampling technique was used to select 84 teachers. The instrument for data collection was questionnaire. The questionnaire was content and faced validated by the research supervisor. Pearson product moment correlation technique was used to ascertain the reliability of the instrument which yields 0.73. The researcher administered the questionnaire on the principals and teachers personally in the selected technical colleges. Mean and standard deviation was used to analyze the research questions while Z-test was used to test the hypotheses at 0.05 level of significance. The study revealed among others that lack of qualified technical teachers, poor funding of the state technical colleges, location of the technical colleges, dilapidated infrastructural facilities, poor societal attitude towards technical education, and parents perception that technical education is for dull and unintelligent students. It was concluded that the factors responsible for low enrolment of students in Delta State technical colleges are governmental factors, school factors, societal factors and parental factors. Hence it was recommended among others that Government should revitalize technical vocational education institutions in Delta State.

Keyword: Technical College, Education, Vocational Education, technical Education

Introduction

Education is a general term which refers to an exercise that engages every one. It is a process of enabling individuals to live as useful and acceptable members of a society (Aigbepue, 2011). Also, Igbiniedion and Ojeaga (2012) see Education as a veritable means of progress for nations and individuals. Similarly, Okebukola (2012) opined that Education is a process of updating the knowledge and skills of the individual that will be useful to himself or herself and to the community. Education help individual's to gain ideas, knowledge and experience that will make them useful to themselves and the society. Consequently, Technical and Vocational Education (TVE) is used as a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies, related sciences, and the acquisition of practical skills, attitudes understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO & ILO, 2002). This type of education can take place in the formal and

informal setting. Example of the formal type of technical and vocational education is the type of educational training received in the technical colleges, polytechnics, monotchnics, and special training institutions like Petroleum Training Institute, Federal University of Technology, and Federal University of Agriculture etc. Technical colleges in Nigeria are faced with various challenges which have affected technical education programs in the various part of the country. According to Ibeneme (2007), Nigeria does not seem to accord technical and vocational education (TVE) the attention it deserves. In same vein, Aina (2006) as cited by Okeke (2005) opined that since the introduction of technical and vocational education in Nigeria educational system some years ago, enrollment in technical and vocational education programmes has remained low. More so, Yakubu (2006) reported that the total enrolment figure into technical and vocational education programmes in Nigeria as at year 2006 was less than three percent (3%). He further stated that, this figure; in comparism with countries target about fifty percent (50%) enrolments in technical and vocational education. Additionally, Ozioma (2011) posited that Federal Government wants technical education to occupy a prominent position in our schools; Nigerian schools pay little or no attention to technical education, teachers and students seem not to understand what it is all about and consequently develop some contempt and aversion for technical courses and subjects, teachers, and students now makes technical education to be unhealthy.

However, many of the occupation and trades in technical education are regarded as ignoble and unbecoming, an average Nigerian parents does not want his son or daughter to earn a living as a full time farmer, plumber, brick/block layer, carpenter and auto- motor mechanic. For many Nigerians, these trades are for the poor and underprivileged (Ozioma, 2011). Various scholars such as Igbinedion and Ojeaga (2012); Amoor (n.d); Ediagbanya, Agbaje and Suberu (2012) have identified same major factors responsible for low enrolment of students in technical and vocational education to include among others, low societal estimation of technical and vocational education as education for lowest class people, education for the last result, for people of, low intelligent quotient, low achievers and low status occupation as well as lack of career awareness.

Causes of Low Enrolment of Students in technical Colleges in Nigeria

According to NBTE (2011), the third edition of the National Policy on Education prescribed the following transition rates at the end of basic education (i.e. post junior secondary education).

- (a) The senior secondary school 60%.
- (b) The technical colleges 20%
- (c) The vocational training centres 10%
- (d) The apprenticeship scheme 10%

However, at the current basic education annual turnout rate of about 4million expected enrolments in technical colleges will be 800,000 (20%). Consequently, the total enrolment in technical colleges in 2009/2010 session was 74, 299 made up of 63, 528 (85. 5%) male and 10, 771 (14. 5%) female students. This compares unfavorably with the expected 800,000 which shows clearly that technical colleges are only able to enrol barely about 9.3% of their target. The causes of these poor enrolments of students in the technical colleges according to Igbinedion and Ojeaga (2012) are poor societal perception, poor entry level, lack of recognition and discrimination against graduates of technical vocational education (TVE). Moreso, Amoor (n.d) reported that some of the causes include government lukewarm attitude towards technical and vocational education (TVE), the perception of the society towards technical and vocational education, and lack of candidate's interest. In same vein, Ediagbnya, Agbaje and Suberu (2012) posited that the inadequacies of

facilities/infrastructural materials, qualified teachers and career counsellors have equally not helped out in boosting enrolment into technical and vocational programmes.

Furthermore, researches by Aina (2006), Amaewhule (2000), Hubert (2006), Okwori (2006), Olaitan (1992), Oranu (2003) and Yakubu (2006) identified the major factors responsible for low enrolment of students in technical and vocational education to include among others; low societal estimation of technical and vocational education as education for lowest class people education for last resort, for people of low intelligent quotient (IQ), low achievers and low status occupation as well as lack of career awareness in technical and vocational education; lack of interest in technical vocational subjects (Ozioma, 2011). According to Osuala (1992) in Ozioma (2011) at the heart of our society and economic problem it is a national attitude that implies that vocational and technical subjects are designed for somebody else's children and is meant primarily for the children of the poor. This same attitude is shared by students. Thus, it makes the students lack interest in the study of vocational subjects.

Consequently, the findings from my preliminary survey on the enrolment of students in Delta State technical colleges revealed that there is low enrolment in the various technical colleges. It is against this backdrop that this present study seeks to ascertain the causes of low enrolment of students in Delta State technical colleges.

Statement of the Problem

The state of enrolment in Delta State Technical Colleges needs attention. Despite successive governments' efforts directed at improving Technical Educational levels to make technical Education attractive and sellable. The enrolment of students in technical colleges in the six technical colleges is still very poor when compared to enrolment in general education programmes (Aina, 2006; Amaewhule, 2000; Hubert, 2006; Okwori, 2006; Olaitan, 1992; Oranu, 2003; & Yakubu, 2006). Therefore, this study is designed to examine the causes of low enrolment of students in Delta State technical colleges.

Purpose of the Study

The purpose of the study is to ascertain the causes of low enrolments in Delta State Technical Colleges. Specifically the study seeks to ascertain the following;

- i. Government factor responsible for low enrolment in Delta State technical colleges as perceived by principals and teachers.
- ii. School factors responsible for low enrolment of students in Delta State technical colleges as perceived by principals and teachers.
- iii. Societal factors responsible for low enrolment in Delta State technical colleges as perceived by principals and teachers.
- iv. Parental factors responsible for low enrolment in Delta State technical colleges as perceived by principals and teachers.

Significance of the Study

The findings of this study will be significant to Delta State Ministry of Education, School administrators, teachers, parents, students, future researchers and the general public. However, the findings of the study will expose the various factors responsible for low enrolment in Delta State technical colleges which will enable government and other stakeholders to tackle the issue of low enrolment in the various technical colleges.

Scope of the Study

This Study was delimited in locality to Delta State. The study will cover the six (6) technical colleges in the state. Moreso, the scope of the study in terms of the observational units include all the principals and teachers in the six (6) technical colleges in Delta State.

Research Questions

- i. What government factors are responsible for low enrollment of students in Delta State technical colleges?
- ii. What school factors are responsible for low enrollment of students in Delta State technical colleges?
- iii. What societal factors are responsible for low enrollment of students in Delta State technical colleges?
- iv. What parental factors are responsible for low enrollment of students in Delta State technical colleges?

Hypotheses

The following Null Hypotheses will be tested for the study;

H0₁: There is no significant difference in the mean response of principals and teachers on government factors responsible for low enrollment of students in Delta State technical colleges.

H0₂: There is no significant difference in the mean response of principals and teachers on government factors responsible for low enrollment of students in Delta State technical colleges.

H0₃: There is no significant difference in the mean response of principals and teachers on societal factors responsible for low enrollment of students in Delta State technical colleges.

H0₄: There is no significant difference in the mean response of principals and teachers on parental factors responsible for low enrollment of students in Delta State technical colleges.

Methodology

The survey research design was used in this study. According to Babbie (1990), survey research provides a quantitative or numeric description of trends, attitudes, or portion of a population by studying a sample of that population. Colins (2007) posited that survey research design includes selecting a representative and unbiased sample of subjects drawn from the group under study. The area of the study is Delta State. Delta State was carved out of formal Bendel State on August 27th 1991 (Federal Republic of Nigeria, 2007 cited in Wikipedia, n.d). The population of the study is made up of 19 principals including vice principals and 280 teachers in the six technical colleges in Delta state. The table below shows the population of the study (Field work, 2013). The random sampling technique was used to select 12 principals and 84 teachers from the six (6) technical colleges. A Likert five point scale questionnaire titled "Questionnaire on Factors Responsible for Low Enrollment of Students in Delta State Technical Colleges" with four sections (Section A-D) Section A is on government factors, Section B is on school factors, Section C is on Societal factors and Section D is on parental factors. Section A, B, C and D has 7, 8, 8 and 7 items respectively making up a total of 30 items in the questionnaire was used for data collection.

The questionnaire was faced validated by 3 expert from Department of Technical and Business Education, Delta State University, Abraka, Nigeria and possible corrections were made as directed by the expert. The questionnaires were administered to twenty (20) year one students of the Department of Technical and Business and Education (Technical Education Unit) who are not part of the sample under study. The Pearson Product Moment correlation was used to ascertain the reliability which yields 0.73. The researcher went round the six (6) Technical Colleges to administer the questionnaires to the principals and the teachers. Also he collected the questionnaires on the spot which yield a hundred percent return rate. The mean and standard deviation was used to analyze the research questions. Furthermore, the hypotheses were tested using the Z-test statistics at 0.05 level of significance. According to Nworgu (2006) the Z-test is usually adopted in testing hypothesis about the difference between the sample size that is large. Generally, a sample is considered to be large if its size is equal to or greater than 30.

Results

The results are presented based on order of the research questions and hypothesis.

Research Question 1: What government factor is responsible for the low enrolment of students in Delta State Technical Colleges?

Table 1: Shows the Perception of Principals and Teachers on Government Factors Responsible for Low Enrolment of Students in Delta State Technical Colleges.

S/	ITEM STATEMENT	PRINCIPALS			TEACHERS		
		Mean	S.D	Remark	Mean	S.D	Remark
1.	Poor provision infrastructural facilities such as library, classroom blocks, workshop laboratories and recreation facilities.	4.42	0.79	Agree	4.30	1.12	Agree
2.	Poor provision consumable materials such as wood nails wires, rods and glues for student practical.	4.75	0.45	Agree	4.46	1.05	Agree
3.	Poor provision of qualified technical teachers.	4.83	0.39	Agree	4.27	1.21	Agree
4.	Poor funding of the state technical colleges.	4.67	0.49	Agree	4.32	1.16	Agree
5.	Poor governmental policy on technical education	4.33	0.78	Agree	4.23	1.17	Agree
6.	Inadequate numbers technical colleges in the state.	4.83	0.39	Agree	4.36	1.03	Agree
7.	Poor retraining scheme for technical teachers	4.92	0.29	Agree	4.40	1.09	Agree
	Grand Mean and S.D	4.68	0.51		4.33	1.12	

Table 1 under governmental factors, the principals and teachers agreed with item statement 1-7. The mean and standard deviation as perceived by principals are 4.42: 0.79, 4.75: 0.45, 4.83: 0.39, 4.67: 0.49, 4.33: 0.78, 4.83: 0.39, and 4.92: 0.29 while that of the teachers are 4.30: 1.12, 4.46: 1.05, 4.27: 1.21, 4.32: 1.16, 4.23: 1.17, 4.36: 1.03, and 4.40: 1.09 respectively for item statement 1-7.

Research Question 2: What school factor is responsible for low enrolment of students in Delta State technical colleges?

Table 2: Shows the Perception of Principal and Teachers on School Factors Responsible for Low Enrollment of Students in Delta State Technical Colleges.

S/	ITEM STATEMENT	PRINCIPALS			TEACHERS		
		Mean	S.D	Remark	Mean	S.D	Remark
8.	Poor public relation practice by technical teachers and instructors.	4.67	0.49	Agree	4.26	1.01	Agree
9.	Poor teaching methods employed by technical teachers and instructors	4.08	0.29	Agree	4.51	1.04	Agree
10.	Location of the technical colleges.	4.17	0.39	Agree	4.31	1.33	Agree
11.	Dilapidated infrastructure facilities in the technical colleges.	4.50	0.52	Agree	4.29	1.28	Agree
12.	Poorly equipped libraries, workshops and laboratories.	4.58	0.52	Agree	4.35	1.08	Agree
13.	Poor provision of instructional materials such as textbooks.	4.75	0.45	Agree	4.17	1.32	Agree
14.	Teachers' nonchalant attitude to upgrade their skills.	4.58	0.52	Agree	4.50	0.99	Agree
15.	Un conducive school environment	4.42	0.52	Agree	4.30	1.15	Agree
	Grand Mean and S.D	4.47	0.46		4.34	1.15	

Table 2 under school factors, the principals and teachers agreed with item statement 8-15. The mean and standard deviation as perceived by principals are 4.67: 0.49, 4.08: 0.29, 4.17: 0.39, 4.50: 0.52, 4.58: 0.52, 4.75: 0.45, 4.58: 0.52, and 4.42: 0.52 while that of the teachers are 4.26: 1.01, 4.51: 1.04, 4.31: 1.33, 4.29: 1.28, 4.35: 1.08, 4.17: 1.32, 4.50:0.99 and 4.30: 1.15 respectively for item statement 8-15.

Research Question 3: What societal factor is responsible for low enrollment of students in Delta state technical colleges?

Table 3: Shows the Perception of Principal and Teachers on Societal Factors Responsible for Low Enrollment of Students in Delta State Technical Colleges.

S/N	ITEM STATEMENT	PRINCIPALS			TEACHERS		
		Mean	S.D	Remark	Mean	S.D	Remark
16	Discrimination of technical college graduates	4.33	0.49	Agree	4.29	1.04	Agree
17	Poor societal attitude towards technical education	4.17	0.39	Agree	4.50	1.16	Agree
18	Societal perception that technical education is for dull and unintelligent students.	4.25	0.45	Agree	4.40	1.25	Agree
19	Societal perception that technical education is for the less privilege in the society	4.33	0.65	Agree	4.29	1.28	Agree
20	poor societal recognition of technical education	4.08	0.29	Agree	4.37	1.12	Agree
21	Member of the society lacks awareness in the objectives and prospects of technical education.	4.50	0.67	Agree	4.18	1.34	Agree
22	Elitism	4.08	0.67	Agree	4.27	1.19	Agree
23	Inferior status accorded to technical education.	4.92	0.29	Agree	4.15	1.35	Agree
	Grand Mean and S.D	4.33	0.49		4.31	1.22	

Table 3 under societal factors, the principals and teachers agreed with item statement 16-23. The mean and standard deviation as perceived by principals are 4.33: 0.49, 4.17: 0.39, 4.25: 0.45, 4.33: 0.65, 4.08: 0.29, 4.50: 0.67, 4.08: 0.67, and 4.92: 0.29 while that of the teachers are 4.29: 1.04, 4.50: 1.16, 4.40: 1.25, 4.29: 1.28, 4.37: 1.12, 4.18: 1.34, 4.27:1.19 and 4.15: 1.35 respectively for item statement 16-23.

Research Question 4: What parental factor is responsible for low enrolment of students in Delta State technical colleges?

Table 4: Shows the Perception of Principal and Teachers on Societal Factors Responsible for Low Enrolment of Students in Delta State technical Colleges

S/N	ITEM STATEMENT	PRINCIPALS			TEACHERS		
		Mean	S.D	Remark	Mean	S.D	Remark
24.	Poverty	4.58	0.67	Agree	4.48	1.06	Agree
25.	Parents believe that technical education is for dull and unintelligent students.	4.00	0.74	Agree	4.42	1.15	Agree

	students.						
26.	Parents cannot afford education cost due to the high cost of equipments, material and hand tools for practical.	4.08	0.79	Agree	4.48	1.14	Agree
27.	Parents want the children to read courses that have better prospects and recognition.	4.33	0.49	Agree	4.13	1.26	Agree
28.	Parents believe that technical education is for the less privileged of the society.	4.67	0.65	Agree	4.39	1.16	Agree
29.	Socio-economic status of parents.	4.67	0.78	Agree	4.10	1.31	Agree
30.	Parents believe that technical education is for the handicapped.	4.33	0.98	Agree	4.18	1.16	Agree
	Grand Mean and S.D	4.38	0.73		4.31	1.18	

Table 4 under parental factors, the principals and teachers agreed with item statement 24-30. The mean and standard deviation as perceived by principals are 4.58: 0.67, 4.00: 0.74, 4.08: 0.79, 4.33: 0.49, 4.67: 0.65, 4.67: 0.78, and 4.33: 0.98 while that of the teachers are 4.48: 1.06, 4.42: 1.15, 4.48: 1.14, 4.13: 1.26, 4.39: 1.16, 4.10: 1.31, and 4.18: 1.16 respectively for item statement 24-30.

Hypothesis 1: There is no significant difference in the mean response of principals and teachers on government factors responsible for low enrolment of students in Delta State Technical Colleges.

Table 5: Shows the Test of Significant Difference on the Perception of Principals and teachers on Government Factors Responsible for Low Enrolment of Students in Delta State Technical Colleges.

Group	Mean	S.D	N	Df	Z-Calculated	Z - Tabulated	Decision
Principals	4.68	0.51	12	94	1.8301	1.96	Accept
Teachers	4.33	1.12	84				

N=96, df=94, $p < 0.05$, * Accept since z-calculated is less than z-tabulated.

Hypothesis 2: There is no significant difference in the mean responses of principals and teachers on school factors responsible for low enrolment of students in Delta State Technical Colleges.

Table 6: Shows the Test of Significant Difference on the Perception of Principals and Teachers on School Factors Responsible for Low Enrolment of Students in Delta State Technical Colleges.

Group	Mean	S.D	N	Df	Z-Calculated	Z – Tabulated	Decision
Principals	4.47	0.46	12	94	0.7116	1.96	Accept
Teachers	4.34	1.15	84				

N =96, df=94, p<0.05, * Accept since z-calculated is less than z-tabulated.

Hypothesis 3: There is no significant difference in the mean responses of principals and teachers on societal factors responsible for low enrolment of students in Delta State Technical Colleges.

Table 7: Shows the test of Significant Difference on the Perception of Principal and Teachers on Societal Factors Responsible for Low Enrolment in Delta State Technical Colleges.

Group	Mean	S.D	N	Df	Z-Calculated	Z – Tabulated	Decision
Principals	4.33	0.49	12	94	0.1062	1.96	Accept
Teachers	4.31	1.22	84				

N =96, df=94, p<0.05, * Accept since z-calculated is less than z-tabulated.

Hypothesis 4: There is no significant difference in the response of principals and teachers on parental factors responsible for low enrolment of students in Delta State Technical Colleges.

Table 8: Shows the Test of Significant Difference on the Perception of Principals and Teachers on Parental Factors Responsible for Low Enrolment in Delta State Technical Colleges.

Group	Mean	S.D	N	Df	Z-Calculated	Z - Tabulated	Decision
Principals	4.38	0.73	12	94	0.2835	1.96	Accept
Teachers	4.31	1.18	84				

N =96, df=94, p<0.05, * Accept since z-calculated is less than z-tabulated.

Discussion of Findings

Table 1 revealed that poor provision of infrastructural facilities, consumable materials, qualified technical teachers; poor funding of the state technical colleges; poor governmental policy on technical education; inadequate numbers of technical colleges in the state; and poor retraining scheme for technical teachers. These findings are in agreement with Amoor (n.d) who posited that the causes of low enrolment in technical colleges are government lukewarm attitude towards technical and vocational education. Moreso, Ediagbama, Agbaje, and Suberu (2012) reported that the inadequacies of facilities/instructional materials, qualified teachers and career counselors have equally not helped out in boosting enrolment into technical colleges.

Table 2, revealed that poor public relations practice by technical college students, teachers and administrators, poor teaching methods employed by technical teachers and instructors; location of the technical colleges; dilapidated infrastructural facilities; poorly equipped libraries, workshops and laboratories; teachers nonchalant attitude to upgrade their skills; and un conducive school environment as school factors responsible for low enrollment in technical colleges in Delta State. These findings are in agreement with Ediagbama, Agbaje, and Seberu (2012) when they reported that the inadequacies of facilities instructional materials and qualified teachers are responsible for the low enrolment of students in technical vocational education programme.

Table 3, revealed that discrimination of technical college graduates; poor societal attitude towards technical education; societal perception that technical education is for the less privilege in the society; poor societal recognition of technical education and poor awareness on the objective and prospects of technical education are societal factors responsible for the causes of low enrolment of students in technical colleges in delta state. This is in agreement with Aina (2006); Amaewhule (2000); Hubert (2006); Okwori (2006); Olaitan (1992); Oranu (2003); and Yakubu (2006) identified major factors responsible for low enrolment of students in Technical Vocational Education programme include among others; low societal estimation of technical vocational education as education for lowest class of people, and education for last resort.

Table 4 revealed that poverty; parents perception that technical education is for dull and unintelligent students; parents inability to afford the high cost of technical education; parents want their children to read courses that have better prospect and recognition; socio – economic status of parents; and parents perception that technical education is for handicapped. This findings is in agreement with Osuala (1992), in Ozianya (2011) who reported that, at the heart of our society and economic problem is a national attitude that implies that vocational technical subjects are designed for somebody else’ children and is meant primarily for children of the poor. This same attitude is shared by students, this, it makes the students to lack interest in the study of technical vocational subjects. Table 5, 6, 7, and 8 revealed that the hypotheses that were formulated in this study were all accepted.

Summary

The study revealed that, the following are factors affecting enrollment of students in Delta State technical colleges:

- ❖ Poor provision of infrastructural facilities
- ❖ Lack of consumable materials
- ❖ Lack of qualified technical teachers
- ❖ Poor funding of the state technical colleges
- ❖ Poor governmental policy on technical education
- ❖ Inadequate numbers of technical colleges in the state
- ❖ Poor retraining scheme for technical teachers.
- ❖ Poor public relations practice by technical college students, teachers and administrators
- ❖ Poor teaching methods employed by technical teachers and instructors
- ❖ Location of the technical colleges
- ❖ Dilapidated infrastructural facilities
- ❖ Poorly equipped libraries, workshops and laboratories
- ❖ Teachers nonchalant attitude to upgrade their skills
- ❖ Un conducive school environment
- ❖ Discrimination of technical college graduates
- ❖ Poor societal attitude towards technical education
- ❖ Societal perception that technical education is for the less privilege in the society
- ❖ Poor societal recognition of technical education
- ❖ Poor awareness on the objective and prospects of technical education
- ❖ Poverty;
- ❖ Parents perception that technical education is for dull and unintelligent students
- ❖ Parents inability to afford the high cost of technical education
- ❖ Parents want their children to read courses that have better prospect and recognition
- ❖ Socio – economic status of parents

- ❖ Parents' perception that technical education is for handicapped.

Conclusion

Based on the findings from the study, it is concluded that various factors were responsible for low enrolment of students in Delta State technical colleges. The poor enrollment is as a result of government attitude towards technical education, the administration, management, and implementation of technical education in technical colleges, and societal and parental attitude to technical education in Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made;

- i. Government should revitalize technical vocational education institutions in Delta State.
- ii. Government should organized awareness programme for members of the society on technical vocational education programme.
- iii. More technical colleges should be constructed across the state at least two (2) in every local government.

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