

The Influence Of Administrative Factors On The Development Of Vocational And Technical Education Colleges In Enugu State, Nigeria

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Abstract: The study is on the Influence of Administrative Factors on the Development of Vocational and Technical Education Colleges in Enugu state. Two research questions and two hypotheses were formulated for the study. Descriptive survey research design was employed for the study while the area of the study is Enugu state. The population for the study consists of 28 principals and 921 teachers given a total of 949 respondents. The entire population was used in the study. Questionnaire title Influence of Administrative Factors on the Development of Vocational and Technical Education Colleges (IAFDVTECQ) was designed to elicit appropriate information from the respondents. Some of the major findings of the study indicated that staff related factors affect the management of technical colleges in Enugu state. The finding also showed that student-related factors affect the management of technical colleges in Enugu state to a great extent. It was recommended that principals should delegate duties to staff and should establish a good rapport with is teachers.

I. INTRODUCTION

BACKGROUND TO THE STUDY

Vocational education is that aspect of education designed to prepare an individual in a specific area of occupation for the purpose of employment. Okoro (2001) emphasized that vocational education should provide skills, knowledge and attitudes necessary for effective employment in specific occupations. Technical college is a post-primary vocational institution which can be distinguished from other vocational education programme because more mathematics and science are required in the training institution (Okoro, 2001). Technical college is a post-primary vocational training programme aimed at training individuals in a specific area of occupational interest. The provision of adequate training for gainful employment becomes the challenge facing the management of technical college in Nigeria as it revolves on the ways and means of providing effective vocational training that meets students' needs for employable skills, knowledge, and attitudes (Aina, 2006).

Before the coming of the Christian Missionaries and British colonization of Nigeria as observed by Okoro (2001), education in Nigeria was mainly vocational and informal in nature. An important function of education in those days was to teach people how to earn a living by becoming expert producers of goods or services. Young men acquire the rudiments of an occupation from their parents or from expert crafts men to whom they were apprenticed. The coming of the Christian Missionaries marked the establishment of Schools, which were liberal in nature. Even the British Master were at first not interested in developing the aptitudes and occupational skills of the people not until 1925 when they saw the need of incorporating skill acquisition into the education system. Consequently the reviewed educational policy then stressed the need for vocational and technical education and this led to the establishment of trade centres and technical institutions. Among the early-established trade centres in the country was the Enugu trade centre now referred to as Government Technical College, Enugu (Adesina, 2000). The current changes in the economic fortunes of Nigeria, as observed by Gana (2009) emphasized the inability of technical

institutions to equip graduates with job entry skills. Aina, (2006), stated that the conflicting problems of demands and expectations of the society for skilled persons, have more than ever before stressed the need for improving the management of technical institutions to respond to the needs of students and society. It is the inability of our educational system to adequately address the needs of students for employable skills that has contributed to the production of unskilled manpower for effective participation in the economic, social, and political life of Nigeria (Edem, 2002).

In the Nigerian educational system, technical education is the responsibility of the Federal, State and Local Governments. Therefore, the administration and Management of technical colleges are the responsibilities of the three levels of government (Local, State and Federal governments). The principals as the administrators of technical colleges ought therefore, to evolve every known management strategy within their reach to achieve the stated objectives for which technical education programme was established. Edem (2002) stressed that planning is increasingly becoming an important administrative component in education, through which educational purposes are initiated, translated into programmes, and implemented. Makoju (2008) attributed the gross incompetence of technical college graduates to the inadequate planning, organizing, staffing, funding and monitoring the implementation of plans. This incompetence's include inability to carry out practical work on a machine, correct use of both power and hand tools and their routine maintenance.

Therefore, it would appear that the methods used in performing the above management functions are not used to determine whether they may be appropriate or important for managing technical colleges. The incompetence's on the part of student could be attributed to staff related factors. The staff related factors are the activities of staff which can promote or mare the administration. For instance when teachers do not go to classes to teach, can result to students poor performance. Even when the staff are ready to do their work, financial and equipment related factors could hinder them. The financial and equipment related factors can positively or negatively affect the management of technical collages. The students are at the receiving end even when the material and financial resources are harnessed students can boycott their lessons because of one or the other demand. This crisis in the management therefore leads to this study as it sought to examine the Influence of Administrative Factors on the Development of Vocational and Technical Education Colleges in Enugu state, Nigeria.

STATEMENT OF PROBLEM

It has been observed that some employers of labour have expressed concerns that technical colleges are no longer adequately achieving the goals for which they were set-up. The assertion could be supported by the persistent poor performance of products of technical colleges both in the National Business and Technical Examination NBTE and trade test certificate set by Federal Ministry of Labour. Observation showed that inadequacies in technical colleges' management have caused gross indiscipline among both teachers and students. There is general display of disrespect,

bullying, demonstration, stealing and truancy among students; students are reluctant to follow academic corrections and advice from their teachers.

Consequently, the environment of an institution has vital influence on the total development of the student. Awodi (2000) observed that administrators of technical colleges do not consider the availability of classrooms, benches, workshops, tools, tables, hostels and light before submitting students. The inadequacy of these facilities has resulted in poor academic activities in the classrooms which can give birth to students poor performances.

Therefore, this can lead to poor classroom teaching and learning activities as teachers may begin to stay away from classes. Students also begin to play truancy as they are not being taught. Truancy on the part of students can lead them to delinquency and other societal ills. The problem of this study is, therefore, put in a question form "What is the extent to which administrative factors influencing development of vocational and technical education colleges in Enugu state?"

PURPOSE OF THE STUDY

The main purpose of this study is to investigate the influence of administrative factors on the development of vocational and technical education colleges in Enugu state.

Specifically, the study aims at:

- ✓ Determining the extent to which staff-related factors affect the management of technical colleges in Enugu state.
- ✓ Investigating the extent to which student-related factors affect the management of technical colleges in Enugu state.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study:

- ✓ To what extent does staff related factors affect the management of technical colleges in Enugu state?
- ✓ To what extent do students' related factors affect the management of technical colleges in Enugu state?

HYPOTHESES

The following null hypotheses guided the study and were tested at 0.05 level of significance.

- ✓ There is no significant difference between the mean ratings of teachers and Principals of technical colleges, regarding staff related factors that affect the management of technical colleges in Enugu state.
- ✓ There is no significant difference between the mean ratings of teachers and principals of technical colleges with regard to student related factors that affect the management of technical colleges in Enugu state.

II. RESEARCH METHOD

The design of this study was descriptive survey design. Descriptive survey design, according to Nworgu (2006)

defined descriptive survey design as a type of study which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. The study was carried out in Enugu State, Nigeria. It covers all the 17 Local Government Areas (LGAs) in the state. The population for this study comprised all the principals and teachers in the 28 technical colleges in Enugu state. Available data show that there are 921 teachers and 28 principals in technical colleges in Enugu state. This gives a total population of 949 teachers and principals from the technical colleges in Enugu state. Since the researcher considered the population of the study to be small and manageable, the entire population was used for the study. Therefore no sampling was done. While the instrument used for data collection was a structured questionnaire titled “the Influence of Administrative Factors on the Development of Vocational and Technical Education Colleges (IAFDVTECQ) Questionnaire. The instrument was developed by the researcher and it has two sections, A and B. Section A deals with the bio-data of the respondents while section B deals with information on administrative factors affecting the management of technical colleges. The instrument was validated using content validity while the reliability coefficient of the instrument was calculated using Cronbach Alpha method. Alpha value was found to be 0.74, indicating high reliability of the entire instrument. Mean score and standard deviation were used to answer the research questions, and t-test statistic was used to test the hypotheses at 0.05 level of significance.

III. RESULTS

The results are presented in tables according to research questions.

RESEARCH QUESTION ONE

To what extent do staff-related factors affect the management of technical colleges in Enugu state?

TABLE 1: Mean rating score of principals and teachers on the extent to which staff-related factors affect the management of technical colleges in Enugu state.

S/N	Items	Principals			Teachers			Decision	Decision	Decision	Decision	Decision			
		\bar{X}	SD	Decision	\bar{X}	SD	Decision								
1.	Staff-staff relationship is maintained	3.56	0.75	GE	3.66	0.71	GE	7.	keeping in the school is maintained	3.42	0.77	GE	3.58	0.61	GE
2.	Staff regularity to work is maintained	3.58	0.75	GE	3.27	0.92	GE	8.	Adequate plans for attracting qualified staff	2.06	1.75	LE	2.04	0.70	LE
3.	Teaching learning environment	3.26	0.86	GE	3.31	0.79	GE	9.	Regular payment of staff salaries	2.44	0.55	LE	2.48	0.76	LE
4.	Principal-staff relationship is maintained	3.42	0.68	GE	3.41	0.54	GE	10.	Regular payment of leave allowance to staff	3.48	0.70	GE	3.32	0.88	GE
5.	Staff-student relationship is maintained	3.28	0.82	GE	3.13	0.83	GE	11.	Sending staff to in-service training	2.33	0.77	LE	2.49	0.64	LE
6.	Record	3.42	0.77	GE	3.36	0.76	GE	12.	Principals welcome staff advice in decision making	3.64	0.76	GE	3.66	0.42	GE
								13.	Principle delegate duties to staff	3.48	1.03	GE	3.31	1.22	GE
								14.	Staff carry out duties delegated to them	3.65	0.67	GE	3.65	0.45	GE
								15.	Staff members are punctual to work	3.66	0.63	GE	3.14	0.86	GE
								16.	Teachers deliver their lessons regularly	3.55	0.65	GE	3.38	0.80	GE
								17.	Teachers keep their records	3.71	0.86	GE	3.31	0.81	GE
								18.	Improvement of standard of and rate of work	3.73	0.45	GE	3.47	0.84	GE
								19.	Reduction in accidental damage to equipment and property	3.68	0.82	GE	3.35	0.82	GE
								20.	Need to maintain safe practice in workshops	3.56	0.75	GE	3.42	0.77	GE
								21.	Ensure regular safety checks on machines	3.58	0.75	GE	3.56	0.75	GE
								22.	Introduction of accident report book in the workshops	3.26	0.86	GE	3.12	0.55	GE
								23.	Redeployment or disciplining of negligent staff	3.42	0.68	GE	3.48	0.70	GE
								24.	Installing safety posters	3.28	0.82	GE	3.33	0.77	GE
									Installing fire fighting						

equipment						
Cluster mean	3.06	0.75	GE	3.32	0.74	GE

Table 1

The data on table 1 show that the two groups of respondents independently rated all the items in this cluster great extent, except item 8, 9 and 11 which they rated low extent. In other words, they greatly share the view that staff related factors such as staff regularity to work affect the management of technical colleges to a great extent. The cluster means are 3.06 (for principals) and 3.32 (for teachers) in a four point rating scale with corresponding standard deviation of 0.75 and 0.74 for principals and teachers respectively.

RESEARCH QUESTION TWO

To what extent do students' related factors affect the management of technical colleges in Enugu state?

TABLE 2: Mean rating score of principals and teachers on the extent student related factors affect the management of technical colleges in Enugu state.

S/N	Items	Principals			Teachers		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
25.	Adequate hostel accommodation	3.66		GE	3.5	0.6	GE
26.	Adequate hostel amenities	3.27	0.9	GE	3.5	0.7	GE
27.	Quality food given to the students	3.31	0.7	GE	3.6	0.7	GE
28.	Adequate quantity of food given to students	2.41	0.5	LE	2.3	0.8	LE
29.	Good and adequate style of food services in the dining	3.13	0.8	GE	3.4	0.6	GE
30.	Clean hostels and the surrounding	3.65	0.4	GE	3.2	0.8	GE
31.	Adequate space for classroom activities	2.38	0.7	LE	2.2	0.8	LE
32.	Adequate numbers of seats and tables for student	3.65	0.6	GE	3.6	0.4	GE
33.	Equipped library for students studies	3.56	0.6	GE	3.6	0.4	GE
34.	Principals grant students' audience when in problem	2.89	1.0	GE	3.1	0.8	GE
35.	Students are punished and corrected when in problem	3.55	0.6	GE	3.3	0.8	GE
Cluster mean		3.32	0.7	GE	3.2	0.7	GE

Table 2

The data on table 2 shows that the two groups of respondents independently rated all the items great extent except item 28 and 31 which are rated low extent with. In other words they greatly share the view that student related factors such as adequate hostel amenities affect the management of technical colleges to a great extent. The

cluster means are 3.22 (for principals) and 3.26 (for teachers) in a four point rating scale with corresponding standard deviation of 0.72 and 0.70 for principals and teachers respectively.

TEST OF HYPOTHESES

H_{01} : There is no significant difference between the mean ratings of principals and teachers on staff related factors that affect the management of technical colleges in Enugu state.

TABLE 3: t-test of significant differences between the mean rating score of principals and teachers on the extent to which staff related factors affect the management of technical colleges in Enugu state.

Group	N	\bar{X}	SD	DF	t-cal	t-critical	Decision
Principals	28	3.06	0.75	946	0.28	0.51	Not significant
Teachers	921	3.32	0.74				

Table 3

Table 3 above present the independent t-test analysis of the mean difference in the response opinions of principals and teachers on the extent staff related factors affect the management of technical colleges. The result in table 3 shows that the calculated t-value (0.28) was less than the critical value (0.51). The null hypothesis was not rejected. Therefore no significant different in the mean ratings of principals and teachers on the extent staff related factors affect the management of technical colleges in Enugu state.

H_{02} : There is no significant difference between the mean ratings of principals and teachers with regards to student's related factors that affect the management of technical colleges in Enugu state.

TABLE 4: t-test of significant different between the mean scores of principals and teachers with regard to students related factors that affect the management of technical colleges in Enugu state.

Group	N	\bar{X}	SD	DF	t-cal	t-critical	Decision
Principals	28	3.22	0.72	946	0.48	1.08	Not significant
Teachers	921	3.26	0.70				

Table 4

Table 4 above presents the independent t-test analysis of the mean difference in the response opinions of principals and teachers on the extent student related factors affect the management of technical colleges. The results in table 4 show that the calculated t-value (0.48) was less than the critical value (1.08). The null hypothesis was not rejected. Therefore no significant difference in the mean ratings of principals and teachers on the extent to which student related factors affect the management of technical colleges in Enugu state.

IV. DISCUSSION OF FINDINGS

The respondents greatly shared the view that staff related factors such as staff regularity to work affects the management of technical colleges positive in Enugu state. In the study, the respondents greatly agreed that principal-staff relationship is maintained and teachers deliver their lessons regularly. From the findings, it also shows that staff punctuality to work is

maintained. The results agree with Bellor (2002) who stressed that staff as human resource in an organization needs to be trained and develop in order to contribute meaningful to the realization of school objectives. He further stressed that management of every organization needs the cooperation of its staff and work hand in hand in order to achieve the set out goals. The results shows that there is no significant difference in the mean ratings of principals and teachers on the extent staff related factors affect the management of technical colleges in Enugu state.

The results of this study also indicated that student related factors affect the management of technical colleges to a great extent. In other word, respondents greatly share the view that student related factors such as adequate numbers of seats and tables for students and adequate hostel amenities affect the management of technical colleges positively. In the study, the respondents greatly agreed that adequate space for classroom activities and quality food given to the students affect the management positively. The results agree with Enemali (2003) who stressed that students are at the centre of educational activities and the entire human and materials resources are directed toward the development of their potentialities. He further stressed that management of technical colleges needs to involve students in the formulation of roles and policies that affect them. The results also revealed that there is no significant difference in the mean ratings of principals and teachers on the extent to which student related factors affect the management of technical colleges in Enugu state.

V. RECOMMENDATIONS

The following recommendations made based on the findings made in this study:

- ✓ The college principal should establish a good rapport with his teachers' and teachers should relate well with their students. The principal can do this by attending to staff welfare.
- ✓ The principal should delegate duties to staff.
- ✓ Technical colleges should keep records of all events. This could be done creating record files and the type of record boldly written at the back of the file.
- ✓ The school should provide adequate number of furniture for both students and teachers.

- ✓ There should be enough space in classroom for teacher's demonstration. In construction of classrooms this factor should be taken into consideration.

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