

**MAKEOVER OF LEARNING FACTORS IN NIGERIA PUBLIC TECHNICAL
COLLEGES FOR EFFECTIVE SKILL ACQUISITION, YOUTH EMPLOYMENT
AND SUSTAINABLE NATIONAL DEVELOPMENT**

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Abstract

The paper examined the relationship among learning factors, effective skill acquisition, youth employment and sustainable national development. The acquisition of effective skills by graduates of technical colleges is the bedrock for meeting the need of today's labor market that requires innovation and total turn around in the areas of science and technology, youth employment, self-reliance , job creation, economic diversification, strong economy and social development. The identified factors necessary for sustainable national development and to a large extent require the availability of sufficient, relevant and adequate physical, human and financial resources. As one of the strong factors that positively support the well-being of the present and future generations of a nation, both developed and developing countries seriously need sustainable development. However, it is a matter of concern that the number and quality of the present physical and human resources in most of the public Technical Colleges in Nigeria and the present seemingly low funding by the proprietors are such that lack capabilities for enhancing effective skill acquisition of the beneficiaries of this level of education; majority of whom are youths. Therefore, the paper recommends that both federal and state governments should ensure massive and urgent rehabilitation of all the existing physical facilities, procurement of new ones, re-engineering, regular re-training and supervision of the available teaching and non-teaching personnel, timely employment of every category of staff to cater for the present shortage and significant increase in funding.

Keywords: *Technical education, Learning factors, Effective skill acquisition, Youth employment, Sustainable national development.*

Introduction

The acquisition of inappropriate level of technical skills by beneficiaries of technical education is a major factor for unemployment of majority of Nigerian youths. In the opinion of Ajufo (2013) the problem of skill deficiency among graduates is, to a large extent, responsible for high level of youth unemployment, kidnapping, cultism, armed robbery, militancy, insurgency and other acts of youth restiveness. In the word of Noor (2015), the inability of individuals to discover their abilities or skills is responsible for youth unemployment as most of the youths do not acquire skills which meet today's labour market requirements which seriously need innovation and total turn around in the areas of science and technology.

Effective skill acquisition of graduates of public technical colleges in Nigeria is arguably challenging owing to shortage of standard workshops, classrooms, equipment, tools, consumable materials and inadequacy of teaching and non-teaching personnel, irregular training of the existing teaching and non-teaching staff in addition to the seemingly lack of staff motivation. The deplorable state of the existing physical facilities in most of the colleges is a matter of serious concern to every stakeholder in technical education. Thus, the repositioning of technical education in Nigeria via massive renovation of the physical facilities, procurement of consumable materials, equipment, tools and employment of more teaching and non-teaching personnel as well as regular retraining of the existing ones need deserved attention. The old saying that no educational system can rise above the level of its teachers is still in vogue.

Inadequate skill acquisition by graduates of technical education is a major factor responsible for seeking white-collar jobs that seem unavailable. It is important to recall that the system of education inherited from the Colonia government provided opportunity for only white-collar jobs and majorly accounted for issues such as lack of capacity for creating jobs, youth unemployment, underemployment, reliance on government jobs, and Nigerians favourable disposition to imported goods that together appear to have affected Nigeria's economy negatively. During the era of oil boom of 1970s, emphasis shifted from entrepreneurial practices to paper qualification which largely accounted for the issue of increasing unemployment that Nigerian youths have been battling with in the last few decades (Ekong

and Ekong, 2016). According to Ekong and Ekong (2016), Nigeria's agricultural, industrial and the strong public service sectors were in the last few decades able to effectively absorb nearly the entire labour force; owing to the seriousness placed on self-sustenance, diversified economic activities, many of which were concentrated on agricultural products like cocoa, groundnut, palm oil, palm kernel, cassava and many other craft practices. Nigeria then, can proud of sufficient technicians like carpenters, painters, auto-mechanics, fashion designers, hair dressers, just to mention a few. Technical education has been identified as a useful means of addressing the issues of self-reliance, job creation, youth empowerment and unemployment, reduction of poverty and international competitiveness, among others. The possession of technical education skills will undoubtedly enhance self-reliance, job creation, youth employment and poverty reduction. After all, one of the national aims and objectives of education is the acquisition of the appropriate skills, abilities and competences, both mental and physical, as equipment for individuals to live and contribute to the development of his society. The above envisaged situations could be possible with functioning instructional facilities and conducive learning environment.

Youth unemployment in Nigeria has been traced to non-possession of appropriate technical skills among youths. Salami (2011) earlier noted that unemployment in Nigeria, especially among youths, has been traced to a mismatch between inadequate educational outcomes and skills demand. The issue of unemployment is so serious that graduates of every level of education seem to be victims of unemployment. In the opinion of Shaker (2007), the demand for skilled workers in the knowledge economy has created hindrance for a huge population of the world youths. Shaker (2007), described the type of unemployment affecting Nigerian youths, mostly as, structural unemployment because a good number of them lack necessary skills needed for the available jobs.

Technical education contributes significantly to the acquisition of skills required for employment, job mobility, labour efficiency and at the same time enhances the financial independence of the beneficiaries (Ayanyemi and Adelabu, 2016). There is enough evidence that most of the graduates of technical education still lack the required skills and competences needed for the world of work. This is largely due to series

of inadequacies of the learning facilities. Issues such as infrastructural decay, shortage of workshops, laboratories, drawing rooms, drawing chairs, shortage of students' furniture, first aid facilities, libraries, hostel accommodation, electricity and water supply, use of obsolete equipment and tools, shortage of funds for capital and recurrent expenditures, irregular and irrelevant training of teaching and non-teaching staff, lack of consumable materials for workshop practicals, inadequate utilization of the few available equipment and tools that appear to characterize most of the public technical colleges in Nigeria, may not, arguably, support effective skill acquisition that today's world of work needs. Overcrowding of students in the practical workshops is a major setback for skill acquisition. The available number of teaching staff is always too far from what can meet the recommendation of National Board for Technical Education (NBTE) that for every practical class, the ratio of teacher to students should be 1:20 (Ayanyemi and Adisa, 2016). Corruption is another important factor responsible for the inadequacy of learning facilities at this level of education. It is always a matter of serious concern that some top government functionaries are in the habit of diverting greater proportion (if not all) of the money released by the governments for the procurement of certain educational materials. This kind of scenarios can only reduce the performance of students. In other words, the prevalence of obsolete instructional facilities and poor utilization of the few ones that are available are majorly responsible for the seemingly decline in the standard of performance of technical education graduates (Ayanyemi and Adelabu, 2016), which is, apparently, a bad signal to the Nigeria's sustainable development. Though debatable, the low manifestation of some of the major indicators of sustainable development, such as human development index (longevity, knowledge, command over resources needed for a decent life), economic welfare and per capita gain, consumption, among others, can be traced to ineffective technological education. Therefore, the intent of this paper is to place emphasis on the need for overhauling of public technical colleges in Nigeria in order to empower youths for gainful employment and serving as agents of sustainable national development.

Skill Acquisition

Skill is a term that is usually applied to performance of a complex task. Akuegwu and Uchendu (2014) described skill as a person's ability or capacity to perform effectively, a prescribed assignment or task using a specific knowledge. It is the basic ability and the means by which a person adjusts to life (Adeyemo, 2010). There are hard and soft skills. Hard skills are those that relate to a specific task or situation. They are occupational requirements of a job and many other activities while soft skills consist of sociological term like a person's emotion, intelligent quotient, the culture of a person's personality traits, social grace, communication, language, personal habits and friendliness with other people.

Skill acquisition is the involvement of a novel, innovative and new skills, practice or a way of doing things, usually gained through training or experience in terms of expected outcomes and not a specific method or technique with relationship to one's personality (Noor, 2015). Skill acquisition gives good knowledge, good expression, self-employment, technological improvement, high standard of living, political stability, freedom from poverty, unemployment, inequality, exploitation, discrimination and it engenders a world full of creative challenges and opportunities to conquer them. Skill acquisition is a veritable tool for youth empowerment, employment, well-being, economic improvement, job creation, self-reliance, students' engagement, improved health care, reduction of unemployment and improved tax return that together have capacity for resulting in national development.

Skill acquisition is very important to both people already on jobs and those that are seeking jobs. Every job requires relevant skills. Skill acquisition is necessarily important for the formulation of ideas, interaction of persons both of which are fundamental to economic development and by extension sustainable development. Skill acquisition is an important index of sustainable development (Salami, 2011).

Acquisition of relevant skills by citizens of a particular nation is one of the critical factors for industrial and economic development. Ekong and Ekong (2016) asserted that for any nation in search of high level of industrialization to succeed, provision of relevant skills must be given serious consideration. He described the acquisition of relevant

skills as an important index required for appreciable sustainable development, ability for improvement and sustenance of socio-economic development. For Nigeria to experience more vibrant economy and appreciable level of development than the present experience, the youths will necessarily require strong empowerment and gainful employment via effective technical skills.

Undoubtedly, an unskilled person lacks not only the practical ability, but also the required knowledge for a successful performance. To this extent, an assessment of skill should not stop at looking at the physical dexterity but should extend into the research of a person's intellect. According to Adeyemo (2010), a skilled person is:

- accurate and waste little time;
- beautiful to watch;
- coordinated and patterned in action;
- stable in performance, despite distraction;
- involuntary in movement and control.

Issue of Youth Unemployment

Unemployment is a phenomenon that occurs when a person who is actively searching for employment is unable to find work. Unemployment is often described as a measure of the health of the economy. Unemployment generally appears to be one of the developmental challenges facing every developing economy in the 21st century. Ajibola, Salau and Aladejare (2014) noted that there has been an exponential increase in youth unemployment in Nigeria. Unemployment represents the number of people in the work force who want to work but do not have a job. It is generally stated as a percentage and calculated by dividing the number of people who are unemployed by the total work force. The work force is made up of those who want to work; it excludes people who are retired, disabled, and able to work but not currently looking for a position; for instance, they may be taking care of children or going to school.

The National Bureau of Statistics (NBS, 2015) explained that generally the unemployment rate in the quarter 1 (Q1) 2015 was 7.5 percent from 6.4 percent in Q4 2014 while underemployment reduced to 16.6 percent in Q1 2015 from 17.9 percent in Q4 2014. Specifically, the unemployment rate for the youths within the age range of 15-24 years rose to 13.7 percent in Q1 2015 from 11.7 percent in Q4 2014

while the underemployment rate for this group of people was 30.6 percent. For youths between the age range of 25-34 years, unemployment rose to 8.2 percent in Q1 2015 from 6.9 percent in Q4 2014, while the underemployment stood at 17.7 percent in Q1 2015 from 19.0 percent in Q4 2014. The number of unemployed in the labour force increased by 554,311 persons, resulting in an increase in the national unemployment rate to 13.9 percent in Q3 2016 from 13.3 percent in Q2, 12.1 percent in Q1 2016, 10.4 percent in Q4 2015 and 9.9 percent Q3 2015. Accordingly, there was a total of 27.12 million persons in Nigerian labour force in Q3 2016 that were either unemployed or underemployed compared to 26.06 million in Q2 and 24.5 million in Q1 2016. Youth unemployment rate in Nigeria increased to 24 percent in Q2 2016 from 21.50 percent in Q1 2016. Youth unemployment in Nigeria averaged 17.51 percent from 2014 until 2016, reaching an all-time high of 24 percent in Q2 2016 and a record low of 11.7 percent in Q4 2014 (NBS, 2016). Figure 1-4 explains the scenarios further.

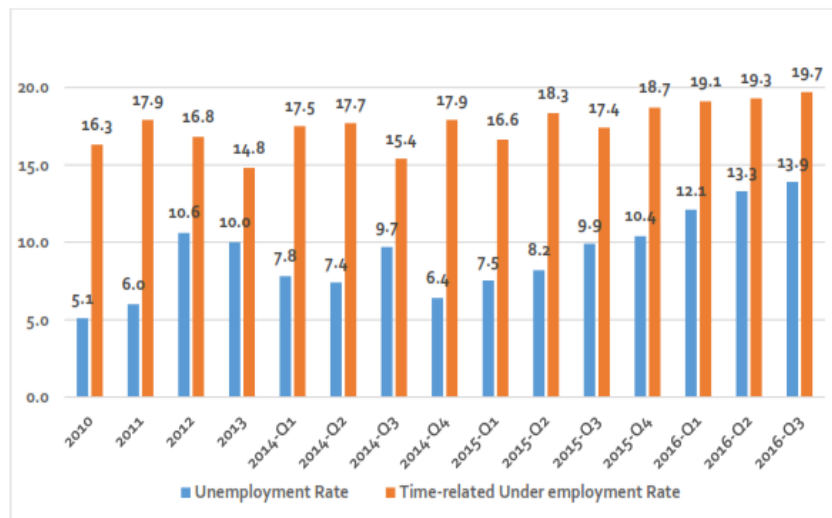


Figure 1: Unemployment and Underemployment Rates (2010- Q3, 2016)

Source: National Bureau of Statistics (2016)

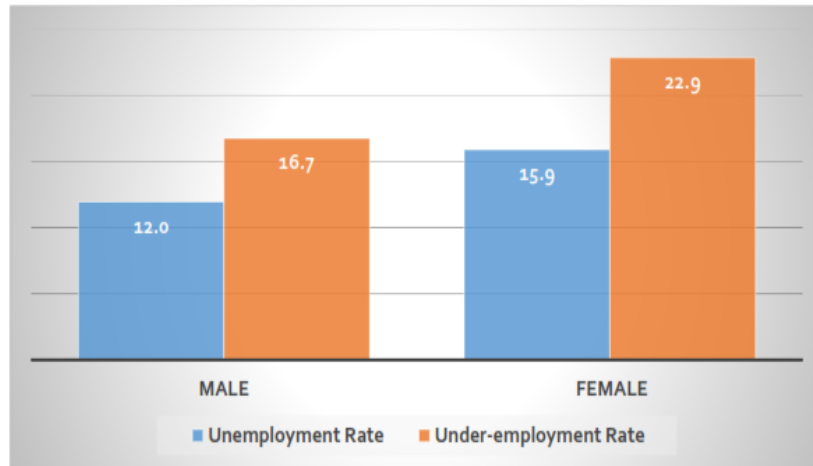


Figure 2: Unemployment and Underemployment Rate by Gender (Q3, 2016)

Source: National Bureau of Statistics (2016)

Figure 3: Unemployment and Under-employment Rate by Age-Group (Q3, 2016)

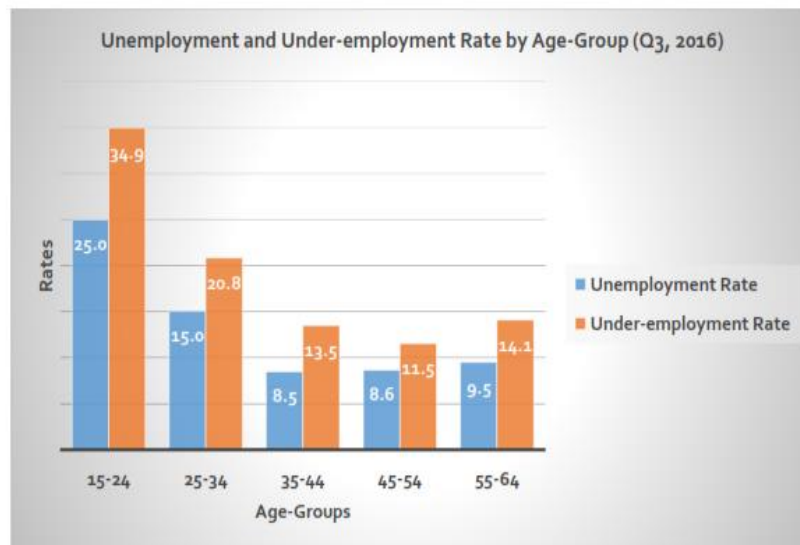


Figure 3: Unemployment and Under-employment Rate by Age-Group (Q3, 2016)

Source: National Bureau of Statistics (2016)



*In 2014 NBS revised the methodology for unemployment. The lowest values reflect this methodology review and are since 2010.

Figure 4: Unemployment Rate Trend (2010- Q3, 2016)

Source: National Bureau of Statistics (2016)

Youth unemployment in Nigeria has caused serious problems that past and successive administrations have not been able to find lasting solutions. Although successive governments in Nigeria since independence have implemented several programmes to address the issue of youth unemployment and poverty, the assessment of contributions of such programmes is insignificant compared to the huge amount of resources committed to them (Ajibola, Salau and Aladejare, 2014).

Sulaimon, Rahim, Akintude, and Ajiroba (2015) investigated socio-economic effect of unemployment on Nigeria economy: a study of Badagry local government area in Lagos state. They reported that the economic impact of the unemployment is significant in Nigeria. The level of unemployment has negatively impacted on economic activities and growth which had led to the reduction in the country’s productive capacity, thereby retarding economic growth. They reported further that social consequence of unemployment is very significant in Nigeria. Salami (2013) was concerned with the youth unemployment in Nigeria: a time for creative intervention. He noted that youth unemployment in

Nigeria is a time bomb waiting to explode if effective interventions are not put in place to mitigate the unsavory impacts of high youth unemployment. Nigeria's spiraling youth unemployment can be said to have significantly contributed to the dramatic rise in social unrest and crime, such as Nigeria Delta militancy, Boko Haram, the Jos Crisis and other illegal activities like prostitution, child trafficking, drug trafficking, kidnapping, hooliganism that together undermine the stability of society (Salami, 2013). He noted further that youth unemployment has been increasing because most graduates of technical education and other institutions of learning lack relevant marketable skills. In the opinion of Ayanyemi and Adelabu (2016) unemployment in Nigeria, especially among youths has been traced to a mismatch between inadequate educational outcomes and skills demand. The issue of unemployment is so serious that graduates of every level of education appear to be victims of unemployment. Although different types of unemployment such as cyclical or Keynesian, frictional, structural and classical exist, the one that affects the youths most is structural unemployment; because a good number of them lack necessary skills needed for the available jobs (Chiwereni and Nwosu, 2013).

The issue of youth unemployment is not limited to Nigeria as a nation, many African countries share the same experience. Tsafack (2013) was concerned with unemployment and under employment: how serious is the problem in Africa? He noted that the estimated youth unemployment rate in Sub-Saharan Africa (SSA) is among the highest in the world; only Middle East and North Africa (MEN) has a large one. Youth unemployment rate in SSA is 3.5 times higher than the adult unemployment rate, reflecting the relative disadvantage of this cohort in the job market in Africa.

National Development

Development lends itself to different meanings. The Oxford Advance Learner's Dictionary defines development as a new stage or event, a new product or invention. In the word of Cambridge English Dictionary, development is a recent event, which is the latest in series of related events. To Lawal & Oluwatoyin (2011) development is the actualization of an implicit potentiality. According to Lawal and Oluwatoyin (2011), development is the notion that some countries and regions of the world are extremely poor while other countries representing a

relatively small fraction of the world population are very prosperous. Development refers to the process by which a type of social change is introduced into a system in order to produce a better production method and improved social arrangement (Lawal, 2011). It involves a structural transformation of the economy, society, polity and culture of the country. At the society level, development is associated with modernization, material advancement, industrialization, scientific and industrial progress, new knowledge about men and the universal improvement in standard of living, decrease in lots of living and social security management towards social, tribal and gender equality, decrease in unemployment and availability of opportunities. The level and rate of development of any particular society is influenced by variables such as politics, culture, leadership and corruption. A country must strive to experience development if it will move forward, make progress, benefit the entire citizenry and get along with the developed nations of the world by re-strengthening all sectors. Development is critical and essential to the sustenance and growth of any nation.

On the other hand, national development is an exploitation and utilization of both human and material resources to improve the lots of a nation (Lawal, 2011). It involves the improvement of the social welfare of the people of a particular nation. National development depicts the ability of a nation to improve the lives of its citizens. Measures of improvement may be material, such as increase in the gross domestic product (GDP) or social, such as literacy rate and availability of health care. Others are poverty reduction, affordable and available housing, community development, provision of qualitative education, effective transportation, among others. The extent of a nation's level of development determines its strength. The development of human capital, development of economy, social improvement, democracy building, national defence are some of the areas always emphasized in the efforts towards the achievement of national development.

Sustainable Development

Sustainable development is the organizing principle for meeting human developmental goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. The desirable

end result is a state of society where living conditions and resource use continue to meet human needs without undermining the integrity and stability of the natural systems. As Shaker (2005) observed, sustainable development has shifted to focus more on economic, social development and environmental protection to future generations. Shaker (2015) noted further that the term sustainability should be viewed as humanity's target goal of human-ecosystem equilibrium (homeostasis) while sustainable development refers to the holistic approach and temporal processes that lead us to the end point of sustainability.

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Kate, Parris & Leiserowitz 2005). Thus, overwhelming significance should be given to meeting the essential needs of the world's poor, who usually do not have access to have the fruits of development and at the same time pay particular attention to resource depletion that are together capable of denying the genuine needs of the future generations. Sustainable development must be capable of shaping and securing the future generation (Lawal and Oluwatoyin, 2011). It emphasizes economic and social development, especially for people with low standard of living, the centrality of which is believed to be the genuine protection of the natural resource base and the environment. Kate et al (2005) argued that: "the environment does not exist as a sphere separate from human actions, ambitions, and needs and attempts to defend it in isolation from human concerns have given the very word "environmental" a connotation of naivety in some political circles. The word "development" has also been narrowed by some into a very limited focus, along the lines of "what nations should do to become richer" and thus again is automatically dismissed by many in the international arena as being a concern of specialists, of those involved in questions of "development assistance". But the environment is where we live; and "development" is what we all do in attempting to improve our lot within that abode. The two are inseparable.

The sustainable development goals (SDGs), officially known as transforming our world: the 2030 Agenda for Sustainable Development is a set of 17 aspirational "Global Goals" with 169 targets between them. Spearheaded by the United Nations, through a deliberative

process involving its member states as well as global civil society, the goals are contained in paragraph 54 United Nations Resolution A/RES/70/1 of 25 September 2015. The Resolution is a broader intergovernmental agreement that, while acting as the post 2015 Development Agenda (Successor to the Millennium Development Goals), but builds on the principles agreed upon under Resolution A/RES/66/288, popularly known as “the future we want”. The SDGs include.

1. No Poverty- End poverty in all forms everywhere
2. Zero Hunger- End hunger, achieve food security and improve nutrition and promote sustainable agriculture.
3. Good Health and Well-being – Ensure healthy lives and promote well-being for all ages.
4. Quality Education- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Gender Equality- Achieve gender equality and empower all women and girls.
6. Clean Water and Sanitation- Ensure availability and sustainable management of water and sanitation for all.
7. Affordable and Clean Energy- Ensure access to affordable, reliable, sustainable and modern energy for all.
8. Decent Work and Economic Growth- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Industry, Innovation and Infrastructure- Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. Reduced Inequalities- Reduce income inequalities within and among countries.
11. Sustainable cities and Communities- Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Responsible Consumption and Production- Ensure sustainable consumption and production patterns.
13. Climate Action- Take urgent action to combat climate change and its impact by regulating emissions and promoting developments in renewable energy.
14. Life Below Water- Conserve and sustainably use oceans, seas and marine resources for sustainable development.

15. Life on Land- Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt bio diversity.
16. Peace, Justice and Strong Institution- Promote peaceful and inclusive societies for sustainable development provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Partnership for the Goals- Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Relationships among Learning Factors, Skill Acquisition, Youth Employment and Sustainable National Development

Physical, human and financial resources are central to skill acquisition. For instance, Ngige (2010) opined that learning resources constitute 85% of educational sector's expenditure. A classroom that is deprived of textbook promotes little skill acquisition and students are obliged to rote learning, recitation, copying from chalkboard and teacher's note. In many cases, the lack and inadequacy of instructional materials have seriously hampered the effectiveness of skill acquisition and the general student academic performance. Azodo (2014) emphasized that factors such as administration, infrastructure, teaching effectiveness, students' interaction with industry and society, extra-curricular activities, research and development affect the effectiveness of technical education. Goal 4 of the sustainable development goals specifically emphasizes the need for quality education. Apparently, it may not be possible to achieve quality education with the present acute shortage of necessary learning resources that most of the Nigerian public technical colleges have been experiencing in the last few decades.

Education must be revisited in the light of renewed vision of sustainable human and social development that is both equitable and viable (Power, 2015). This vision of sustainability must take into consideration the social, environmental and economic dimensions of human development and various ways by which these relate to education. An empowering education is one that builds the human resources we need to be productive, to continue to learn, to resolve problems, to be creative and live together and with nature, in peace

and harmony. When a nation ensures that such education is accessible to all throughout their lives, a quiet revolution is set in motion; education becomes the engine of sustainable development and the key to a better world.

Acquisition of technical skills plays positive role in the areas of promoting socio-economic advancement of a nation, possessing the right attitudes to work, competency necessary to compete favourably in a global society, high productivity, creation of job employment, poverty alleviation, promotion of the economy, promoting culture and value, economic diversification, science and technology. Ohiwereni and Nwosu (2013) noted that acquisition of technical education is central to human capital development, human capital theory has powerful influence on the analysis of labour market. The concept of human capital suggests that education and training raise the productivity of workers and increase their lifetime earning capacity, situations that have positive impact on the growth of labour supply and employment. Also, Azodo (2014) averred that increased supply of any nation's workforce for sustenance of technological and industrial growth of that nation's economy can be achieved through technical education. This type of education is capable of responding positively to economic and labour force changes in the society and by extension the sustainable development of the entire nation. Skilled performance is crucial for all human activities. Undoubtedly, the rapid acquisition of skills transferable to the workforce is even becoming more vital.

Conclusion

One of the major reasons for youth unemployment is lack of acquisition of technical skills, the effect of which is increase in the rate of various social vices and the inability of the youths to meet the requirements of today's labour market as well as not having the capacity for meeting the present global challenges. It is however, a matter of concern that shortage and inadequacy of learning resources have seriously hindered the learning activities of teachers and by extension, the acquisition of skills by graduates of technical colleges. Most of the physical facilities are in deplorable conditions and require urgent attention of government and other stakeholders of technical education in the areas of renovation of dilapidated buildings, construction of new ones, engagement of more teaching and non-teaching staff, timely re-training

of existing personnel. For the past few decades, it has become clear that the western system of the education that promotes only white-collar jobs can no longer take care of job engagement of the youths and this is the major reason for the serious emphasis on technical skill acquisition for the Nigeria teeming youths as one of the ways of empowering them, making them self-reliant, job creators and employers of labour. Thus, the youth require special trainings, skills, ability, capacity and knowledge for effective performance in their efforts toward self-reliance, meaningful adjustment to life and the attainment of high standard of living. The positive transformation of the economy and sustainability of the development of any nation is closely associated with quality technical training and gainful job employment of the youths. Sustainable development is a must for any country in order to end poverty, benefit from gender quality reduced inequalities, access to justice and inclusive constitutions.

Recommendations

The literature review revealed that over the years, the public technical colleges in Nigeria have been characterized by acute shortage and inadequacy of learning resources of all kinds, a situation that has impacted negatively on the capacity of graduates for skill acquisition, job creation, self-reliance and nearly all indices of sustainable development. For technical colleges to function effectively, human, material and financial resources must be provided by the proprietors. Also, acquisition of appropriate skills can be ensured only with the availability of well equipped workshops, teaching and non-teaching personnel. The identified conditions are some of the requirements by the National Board for Technical Education (NBTE) for accreditation of the trades being offered. Therefore, federal and state governments are strongly advised to genuinely increase the fund allocation to technical education for the provision of all categories of learning resources. Acquisitions of learning resources require that high percentage of the total budget be allocated to education. As much as possible, respective proprietors of public technical colleges, be it federal or state government should strive to earmark high percentage of the total budget to education.

Equally, effective monitoring of every activity at the school level is urgent as one of the means of ensuring that the money

allocated to technical education by the governments involved is judiciously used. School administrators may be tempted to misappropriate fund allocation to technical education if emphasis is not placed on close monitoring of school activities. Material resources, such as equipment, tools and consumables may not be effectively utilized unless good arrangements are put in place for this purpose.

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