# AFRICAN JOURNAL OF

# EDUCATIONAL MANAGEMENT

**ISSN 0795 – 0063**

**Volume 25, No. 1, June 2024**
**&**
**Volume 25, No. 2, December 2024**

**A JOURNAL OF THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, UNIVERSITY OF IBADAN**

## EDITORIAL BOARD



**HIS LINEAGE PUBLISHING HOUSE**
9, Alli Gbadebo Street, Mokola Ibadan
GSM: 0803 3596 818
E-mail: awemakin@gmail.com

## Table of Contents

# EDUCATIONAL RESOURCES AND PROFICIENCY OF JOB SKILLS AMONG STUDENTS OF GOVERNMENT TECHNICAL COLLEGES, IN OYO STATE, NIGERIA

**Abiona, Olufemi Adebayo & Aduroja, Adeola Grace**
*Department of Educational Management*
*Faculty of Education*
*University of Ibadan, Nigeria*
*E-mail: olufemi.abiona@yahoo.com*

**Abstract**
*Achieving high proficiency of job skills among students of Government Technical Colleges (GTCs) might depend on the availability of appropriate educational resources. This study, therefore, investigated educational resources and proficiency of job skills among students of GTCs in Oyo State. The descriptive survey research design was adopted. Three out of the five GTCs, seven departments, three principals, 58 tutors and 331 students were randomly selected. Two research questions were formulated. Data were collected and content analysed using frequency counts, percentages and mean. The findings of the study showed that the level of proficiency of job skills among the students was high ($\overline{X}$ = 3.10). The level of educational resources for human, physicals, material and financial resources were low: $\overline{X}$ = 2.99. The study concluded that needed educational resources are crucial for high proficiency of job skills. The study recommended that there should be adequate budget appropriation for funding technical education activities.*

**Keywords:** Educational resources, Proficiency of job skill, Government technical colleges, Level of human and material resources

## Introduction

The importance of sufficient provision of resources for the realization of any nation's educational goals cannot be over emphasized. The achievement of a nation's educational goals depends on the availability of trained teachers, quality infrastructural facilities and functional equipment. Ajayi (2014) observed that, facilities like workshop tools, laboratories, textbooks, equipment and materials are grossly

inadequate in our technical colleges in Nigeria. Non-availability of educational resources in technical colleges appears to be a great problem towards the proficiency of job skills among students of technical colleges because the students would not be taught appropriate skills, needed for them to obtain employment after completion of their technical school training. Vocational education seems not to have thrived in Nigeria, because there is no constitutional guarantee for its implementation in Nigeria universities. (Ekoh-Nweke & Uchenna, 2023). Technical education has been the focus in many advanced societies. The majority of Nigerians, including the leaders and parents, have a lackadaisical attitude towards technical education and related careers. The indispensable role of technical and vocational education in bringing about national development and progress is well recognised in advanced nations of the world (Agbonhale & Adavbiele, 2018). Therefore, adequate workshop experiences are important for effective training of technical skills in technical colleges. Any educational programme that does not have appropriate and adequate educational resources might be a failure. Furthermore, Ofem and Ameh (2021) opined that the level of investment in school facilities, determines the effectiveness of the training activities. According to Amadi and Ezeugo (2019), both students and teachers need facilities such as libraries, laboratories, good buildings, classrooms, good water supply, toilet facilities and security, for teaching and learning to take place. If educational resources are not available in the school, the true meaning and goals of education might not be achieved because students will not be proficient in their jobs as they lack important skills they ought to learn in school.

Education is the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. According to the national policy on education (FRN, 2014) one of the goals of education is the development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society.

Educational resources are important in achieving educational aim and objectives. The human resources have been perceived as a strong factor to qualitative education delivery and they could equally determine the level of success or failure of an institution (Oragwu & Nwabueze, 2018). If instructional materials are made available and

accessible to teachers, it will improve students' knowledge, ability and skills (Ogunniran & Olasunkanmi, 2020). The extent to which any institution achieves her educational aims and objectives is directly related to the educational resources available and its utilization. Okoye and Arimonu (2016) opined that Nigerian's educational pursuit should be redirected towards self-reliant and sustainable means of livelihood which technical education provides. Olele and Nwabueze (2015) also described material resources as a potent factor for qualitative and quantitative technical education delivery.

**Statement of the Problem**

A lot of youths are still unemployed despite the benefits of the technical education provided by the Government of Nigeria. Hence, Technical education has not been embraced by the youth and educational stakeholders. Most technical college graduates in Nigeria lack the necessary skills needed to contribute towards societal growth and national development. Inadequate educational resources for practical training may be one of the major reasons for the inability of the students to have required skills needed to be employed.

Most researchers focus on employability skills, enhancing practical skills acquisitions among technical colleges, few works have been done on educational resources and proficiency of job skills among technical college students. This huge gap in knowledge and skills acquisition can increase social vices rather than adding economic values to the society as the unemployment rate increases. To this end, this study investigated the educational resources availability and proficiency of job skills among students of selected Government Technical Colleges in Oyo State.

**Purpose of the Study**

The general purpose of this study was to investigate the educational resource availability and proficiency of job skills among students of selected Government Technical Colleges. Specifically, the study:

1. ascertained the level of proficiency of job skills among students of selected Government Technical Colleges, and
2. examined the level of educational resources (human resources, physical resources, material resources and financial resources)

availability in selected Government Technical Colleges, in Oyo State.

**Research Questions**

The following research questions were raised to guide this study:

1. What is the level of proficiency of job skills of students of selected GTCs in Oyo State?
2. What is the level of educational resources (human resources, physical resources, material resources and financial resources) availability in selected GTCs in Oyo State?

**Scope of the Study**

The scope of this study was limited to critical examination of educational resources and proficiency of job skills among students of selected GTCs. The samples for this study were principals, tutors and students in the selected GTCs in Oyo state. Data for this study were collected using questionnaire and key informant interview (KII).

**Significance of Study**

The findings of this study will benefit all the stakeholders in the educational sectors, school authorities, students, the government and other private bodies, by enabling them to acknowledge the importance of the availability of educational resources in the technical colleges.

**Methodology**

**Design**

The descriptive survey design was adopted for the study which investigated the educational resources availability and proficiency of job skills among students of government technical colleges. This was chosen because descriptive survey research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and to draw valid conclusion from the facts to be discovered without any manipulation.

**Population**

The population of this study comprises all the 5 Government Technical Colleges in Oyo State. They are: Government Technical College, Ibadan,

Government Technical College, Oyo, Government Technical College, Ogbomoso, Government Technical College, Iseyin, and Government Technical College, Saki.

**Sample and Sampling Technique**

Multi stage sampling technique was used to select participants for the study. At the first stage, three (60%) of the technical colleges were selected from the five technical colleges in Oyo State using purposive sampling technique based on the accessibility, closeness and proximity of the technical colleges to the researcher. At the second stage, seven departments, with homogeneous features, were selected from the 3 government technical colleges. At the third stage, three principals and fifty-eight (58) tutors were selected using purposive sampling technique. The reason for purposive sampling technique was based on the fact that they are in the best position to provide information about the technical colleges. At the fourth stage, three hundred and thirty-one (331) students were randomly selected representing (10%) of the number of students in each department in the 3 selected government technical colleges. The total sample size of the study comprised the 3 principals, 58 teachers and 331 students which make the 392.

**Table 1: Total Number of Students, Teachers and Principals Sampled**

| Department | A OYO No of students | A1 10% Sample | B IBADAN No of students | B1 10% Sample | C OGBO MOSO No of Students | C1 10% Sample | Total No of students, teachers & Principals |
|---|---|---|---|---|---|---|---|
| Building, bricklaying and concreting | 182 | 18 | 300 | 30 | 53 | 5 | - |
| Catering craft practice | 51 | 5 | 135 | 14 | 36 | 4 | - |
| Electrical installation | 234 | 23 | 719 | 72 | 124 | 12 | - |
| Mechanical engineering | 33 | 3 | 151 | 15 | 48 | 5 | - |
| Painting and decoration | 120 | 12 | 162 | 16 | 28 | 3 | - |
| Motor vehicle mechanics | 273 | 27 | 449 | 45 | 40 | 4 | - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Business studies | 33 | 3 | 107 | 11 | 35 | 4 | - |
| Total No. of Students | - | 91 | - | 203 | - | 37 | 331 |
| Total No. of Teachers | 20 | - | 28 | - | 10 | - | 58 |
| Total No. of Principals | 1 | - | 1 | - | 1 | - | 3 |

**Research instruments**

The instruments that were used for the purpose of this research were titled 'Educational Resources and Proficiency of Job Skills among Students of GTCs' (ERPJ), Proficiency of Job Skills among Students of GTCs (PJSG) and Availability of Financial Resources among GTCs (AFRG) questionnaires, respectively for the students, teachers and principals. Key informant interview (KII) questions was used to collect information from the principals and the teachers.

**Method of Data Analysis**

Data collected were collated and analysed by using frequency counts, percentages, mean and weighted mean scores.

**Results**

**Research Question 1:** What is the level of proficiency of job skills among students of selected Government Technical Colleges, in Oyo State?

**Table 2: Proficiency of Job Skills among Students of Government Technical Colleges in Oyo State**

| S/N | ITEMS: Proficiency of job skills among students of GTCs | SD | D | A | SA | $\overline{X}$ | Decision |
|---|---|---|---|---|---|---|---|
| 1 | Practical training makes students understand the skills better | 0<br>0% | 2<br>4.5% | 40<br>68.5% | 16<br>27% | 3.29 | Very high |
| 2 | Final | 5 | 5 | 30 | 18 | 3.16 | Very High |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | examinations are passed when students are practically taught | 8.6% | 8.6% | 51.8% | 31% | | |
| 3 | Students are more creative when they are been taught with the right tools and equipment | 0<br>0% | 0<br>0% | 30<br>51.8% | 28<br>48.2% | 3.18 | Very High |
| 4 | Students have more understanding about the skills when they are being given daily task | 3<br>5.2% | 5<br>8.6% | 25<br>43.1% | 25<br>43.1% | 3.10 | Very High |
| 5 | Students pass their examinations well because the environment is conducive for learning | 1<br>1.7% | 7<br>12.1% | 30<br>51.8% | 20<br>34.5% | 3.12 | High |
| 6 | Students can do assignment with the knowledge of what they are been taught in the classroom | 5<br>8.6% | 3<br>5.2% | 30<br>51.8% | 20<br>34.5% | 3.14 | Very High |
| 7 | Students perform better academically when they are been taught practically than been taught theoretically | 0<br>0% | 5<br>8.6% | 25<br>43.1% | 28<br>48.2% | 3.17 | Very High |
| 8 | Students practice practicals often in the school | 3<br>5.2% | 0<br>0% | 10<br>17.3% | 45<br>75.6% | 3.13 | Very High |
| 9 | Students fail in examinations because the necessary equipment and | 10<br>17.3% | 15<br>25.9% | 20<br>34.5% | 18<br>31% | 2.97 | High |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | tools they needed are not provided | | | | | | |
| 10 | Students pass their examinations better, when the class is overcrowded | 30<br>51.8% | 15<br>25.9% | 5<br>8.6% | 8<br>13.8% | 2.03 | Low |
| 11 | Students learn faster because they have the necessary tools and equipment in the school | 3<br>5.2% | 5<br>8.6% | 20<br>34.5% | 30<br>51.8% | 3.14 | Very High |
| | **Weighted Average Mean 3.10** | | | | | | **High** |

Table 2 shows that 95.5% of the respondents agreed that practical training makes students understand the skills better ($\overline{X}$ = 3.29). The remaining 4.5% respondents disagreed. The respondents that agreed that final examinations are passed when students are practically taught were 82.8% ($\overline{X}$ = 3.16). The remaining 17.2% respondents disagreed. Furthermore, 100% of the respondents agreed that students were more creative when they are taught with the right tools and equipment ($\overline{X}$ = 3.18). The results indicated that 86.2% of the respondents agreed that students have more understanding about the skills when they are given daily tasks ($\overline{X}$ = 3.10). The remaining 13.8% respondents disagreed. The respondents that agreed that students pass their examinations well because the environment was conducive for learning were 86.3% ($\overline{X}$ = 3.12). The remaining 13.7% respondents disagreed.
The respondents that agreed that students can do assignment with the knowledge of what they are taught in the classroom was 86.3% ($\overline{X}$ = 3.14). The remaining 13.7% respondents disagreed. The respondents that agreed that students perform better academically when they are taught practically than been taught theoretically was 91.3% ($\overline{X}$ = 3.17). The remaining 8.7% respondents disagreed. Also, 92.9% of the respondents agreed that students practice practicals often in the school ($\overline{X}$ = 3.13), but the remaining 7.1% respondents disagreed.

Furthermore, 65.5% of the respondents agreed students fail in examinations because the school does not provide the necessary equipment and tools they need ($\overline{X}$ =2.97) but the remaining 34.5% respondents disagreed. The respondents that agreed that students fail their examinations more, when the class is overcrowded was 22.4% but the remaining 77.6% respondents agreed. Also, 86.3% of the respondents agreed that students learn faster because they have the necessary tools and equipment in the school ($\overline{X}$ = 3.14). The remaining 13.7% respondents disagreed. The weighted average mean of the table, 3.10, shows that the level of proficiency of job skills among students of the selected Government Technical Colleges was high.

**Research Question 2:**
What is the level of educational resources availability in selected Government Technical College?

**Table 3: Level of Educational Resources (Human Resources, Physical Resources, Material Resources and Financial Resources) Availability**

| S/N | ITEMS | SD | D | A | SA | $\overline{X}$ | Deci-Sion |
|---|---|---|---|---|---|---|---|
| **A.** | **Human resources** | | | | | | |
| 1 | We do not have teachers for all our subjects | 1<br>0.3% | 6<br>1.8% | 200<br>60.4% | 120<br>36.2% | 3.67 | Very high |
| 2 | We do not take some subject because we do not have teachers for that subject | 1<br>0.3% | 6<br>1.8% | 200<br>60.4% | 120<br>36.2% | 3.67 | Very high |
| 3 | Teachers are not sufficient in my school | 2<br>0.6% | 5<br>1.5% | 180<br>54.3% | 144<br>43.5% | 2.87 | High |
| 4 | Students have difficulty in understanding some subjects | 60<br>18.2% | 50<br>15.1% | 90<br>27.1% | 131<br>39.6% | 2.66 | High |
| 5 | My teacher comes to class always | 100<br>30.2% | 120<br>36.2% | 80<br>24.1% | 31<br>9.3% | 2.09 | Fair |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Weighted Average Mean** | | | | | **2.99** | **Low** |
| **B.** | **Physical resources** | | | | | | |
| 6 | There are enough classroom for use in my department | 200 60.4% | 70 21.1% | 20 6.0% | 31 9.3% | 1.67 | Low |
| 7 | There is electricity during my practicals | 150 45.3% | 80 24.1% | 20 6.0% | 81 24.4% | 1.83 | Low |
| 8 | There are enough workshop for practicals in my department | 200 60.4% | 90 27.1% | 20 6.0% | 21 6.3% | 1.84 | Low |
| 9 | There are enough good toilets for use in my school | 210 63.4% | 100 30.2% | 21 6.3% | 0 0% | 1.56 | Low |
| 10 | We do our practicals in the workshop | 120 36.2% | 100 30.2% | 70 21.1% | 41 12.3% | 1.74 | Low |
| 11 | Injured student during practicals are normally taken to the school clinic | 200 60.4% | 131 39.6% | 0 0% | 0 0% | 1.80 | Low |
| 12 | Students read in the library frequently | 150 45.3% | 80 24.1% | 20 6.0% | 81 24.4% | 1.72 | Low |
| 13 | My department make use of the laboratory frequently | 160 48.3% | 91 27.5% | 45 13.6% | 35 10.6% | 1.93 | Low |
| | **Weighted Average Mean** | | | | | **1.76** | **Low** |
| **C.** | **Material Resources** | | | | | | |
| 14 | We have functional workshop tools for practicals in our department | 150 45.3% | 130 39.3% | 21 6.3% | 30 9.1% | 2.00 | Low |
| 15 | There is enough chairs in my class | 200 60.4% | 131 39.6% | 0 0% | 0 0% | 1.62 | Low |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | to sit | | | | | | |
| 16 | There is enough tables in my class to use | 200<br>60.4% | 131<br>39.6% | 0<br>0% | 0<br>0% | 1.62 | Low |
| 17 | The workshops tools in our workshop are very few | 32<br>9.7% | 30<br>9.1% | 111<br>33.5% | 158<br>47.7% | 2.58 | Fair |
| 18 | The workshop tools in our workshop are obsolete (old) | 60<br>18.1% | 50<br>15.1% | 90<br>27.1% | 131<br>39.6% | 2.41 | Low |
| 19 | There are enough books to read in the library | 150<br>45.3% | 80<br>24.1% | 20<br>6.0% | 81<br>24.4% | 1.96 | Low |
| 20 | The equipment in my department workshop is enough for everyone in the classroom | 60<br>18.1% | 50<br>15.1% | 90<br>27.1% | 131<br>39.6% | 2.74 | High |
| | **Weighted Average Mean** | | | | | **2.13** | **Low** |
| **D** | **Financial Resources** | **SD** | **D** | **A** | **SA** | $\overline{X}$ | **Decision** |
| 21 | Government gives the required fund to finance the school | 0<br>0% | 3<br>0% | 0<br>0% | 0<br>0% | 1.54 | Low |
| 22 | The school has other sources of fund apart from the government | 0<br>0% | 3<br>100% | 0<br>0% | 0<br>0% | 1.54 | Low |
| 23 | Government disburse funds regularly to cater for the physical resources in the school | 0<br>0% | 3<br>100% | 0<br>0% | 0<br>0% | 1.54 | Low |
| 24 | Government disburse funds for the purchase of | 0<br>0% | 3<br>100% | 0<br>0% | 0<br>0% | 1.54 | Low |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | material resources needed in school | | | | | | |
| 25 | Government disburse funds to repair the bad equipment in the school | 0<br>0% | 3<br>100% | 0<br>0% | 0<br>0% | 1.54 | Low |
| 26 | The school get donations and grants from non-governmental organizations and philanthropist | 0<br>0% | 1<br>33.3% | 2<br>66.7% | 0<br>0% | 2.50 | Fair |
| 27 | The parents assist in funding the school | 0<br>0% | 1<br>33.3% | 2<br>66.7% | 0<br>0% | 2.50 | Fair |
| | **Weighted Average Mean 1.81** | | | | | | **Low** |

Table 3 item A 1 showed that 96.6% of the respondents agreed that they do not have teachers for all subjects ($\overline{X}$ = 3.67) while the remaining 3.4% respondents disagreed. Item A 2 also indicated that 96.6% % of the respondents agreed that they do not take some subjects because they do not have tutors for the subjects ($\overline{X}$ = 3.67) while the remaining 13.4% respondents disagreed. The weighted average mean for items A 1-5 is 2.99. This indicated that the human resources available are low and in sufficient.

On physical resources, Table 3 items B2 6-13 showed that the weighted average mean was 1.76. This indicated that the available physical resources are low and inadequate for effective training activities.

On material resources, Table 3 items C 14-20 showed that the weighted average mean was 2.13. This indicated that the available material resources are equally low and inadequate for effective training activities.

On financial resources, Table 3 items D 21-27 showed that the weighted average mean was 1.81. This indicated that the available financial resources are very low and insufficient for effective training activities.

The overall level of educational resources for human resources, physical resources, material resources and financial resources were averagely weighted: $\overline{X}$ = 2.99, $\overline{X}$ = 1.76, $\overline{X}$ = 2.13 and $\overline{X}$ = 1.81 respectively. The grand total average weight for the level of educational resources for human, physicals, material and financial resources were low: $\overline{X}$ *= 2.99.* This was generally low and inadequate for the effective training of students of the Government Technical Colleges.

**Discussion of Results**

The results of research question one, showed that the level of proficiency of job skills among students of selected Government Technical College was high. The weighted average mean of the respondents to research question one was 3.10. This shows that the level of proficiency of job skills among students of the selected Government Technical Colleges was high because students are taught majorly in practice rather than theoretically. The students have more understanding about the job skills because they are given daily tasks to perform on topics learnt in the workshop.

The results of research question two showed that the majority of the respondents believe that the level of educational resources availability in the selected Government Technical College in Oyo State is low. This is in agreement with the findings of Olele and Nwabueze (2015) who discovered that some educational resources are inadequate in GTCs. Also, Molagun and Jekayinfa (2016) said that provision of resources for the realization of technical and vocational goals was at a very minimal level. The inadequacy included shortage of consumable materials for practical exercises, obsolete training equipment and lack of instructional materials which reduce the quality of instruction required for knowledge and skills.

**Conclusion**

The level of proficiency of job skills among students of the selected GTCs was high but the level of educational resources available was low. The adequate availability of educational resources provides effective, relevant, and rigorous learning opportunities for the students of GTCs. Sufficient educational resources enable the students of GTCs to learn the required the skills, knowledge, and habits of work necessary to be successful in their respective technical vocations. In Nigeria, the

educational agencies have not provided the adequate technical resources needed for effective technical training.

**Recommendations**

The following recommendations were made:

1. The educational agencies should endeavour to provide the adequate human, material, physical and financial resources needed for effective technical training.
2. There should be a dedicated fund by the GTCs in Oyo State and Nigeria in general.
3. Students' proficiency in skills learnt should be related to students' interest areas, in order to encourage a well-rounded education in technical colleges in Oyo State.
4. There should be explicit, measurable, and transferable learning targets that can ascertain the expectations necessary to ensure students' competency in Government Technical Colleges of Oyo State.
5. Records of students' progress in terms of academic strengths and challenges should be documented for special attention by the college management team.

**References**

Agbonghale, G. O & Adavbiele, J. A. (2018). Relationship between resource availability and academic performance of students in wood Work in technical colleges in Delta State, Nigeria. *International Journal of Education, Learning and Development,.6(2): 14-25.*

Ajayi, M. A. (2014). Educational media and technology. *Journal of Nigeria Association for Educational Media and Technology,9(1), 30-38*

Amadi, E. & Ezeugo, C. R. 2019. Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State. *International Journal of Innovative Development and Policy Studies, Vol.7.1, p. 13-23.*

Ekoh-Nweke A. C. & Uchenna, I. F. (2023).Institutional constraints on the development of vocational education in Nigeria university system. *Journal of Educational Review.* 14(1), 43.

Federal Republic of Nigeria (2014). *National policy on education,* Abuja: Nigerian Educational Research and Development Council Press.

Molagun, H. M & Jekayinfa, A. A. (2016). Non-availability of resources as an impediment to effective development of technical and vocational education in Kwara State, Nigeria. *African Journal of Historical Sciences in Education.12(1), 36*

Ofem, W. E. & Ameh, E. (2021). Financial resources and junior secondary school students' academic performance in Cross River State, Nigeria. *Global Journal of Education Research, 20, 81-88.*

Ogunniran O.O. & Olasunkanmi O. (2020). Availability and access of instructional materials for curriculum implementation among teachers in Osun State schools of science. *Journal of Educational Review,12(2),116- 117.*

Okoye, R. & Arimonu, M. O. (2016). Technical and vocational education in Nigeria: Issues challenges and a way forward. *Journal of Education and Practice, 7(3),113 – 118.*

Olele, C. N. & Nwabueze, A.I. (2015). Audio and visual technologies in digital era: Implications for teaching and learning in universities in Rivers State, Nigeria. In S. O. Oluwuo, N. J. Okoli, S. D. Osaat & C. M. Uche (Eds.). *100 Years of education in Nigeria: Science, ICT and Environmental Issues, p. 49-68.* Port Harcourt: University of Port Harcourt Press.

Oragwu, A. A. & Nwabueze, A. I. (2018). Teaching staff requirements for quality instructional delivery in in government technical colleges in Nigeria. *International Journal of* Scientific *and Engineering Research, 9(11),376-389.*