

**ANALYSIS OF STUDENTS PERFORMANCE IN VOCATIONAL AND TECHNICAL
SUBJECTS IN NECO/SSCE IN KADUNA STATE**

(2013-2017)

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA**

DECEMBER, 2018.

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DECEMBER, 2018.

DECLARATION

I, MorphyNkanumOshen declare that this dissertation submitted to the Department of Educational Foundations and Curriculum (Administration and Planning) Ahmadu Bello University, Zaria has been written by me and it is purely the record of my own research work, under the supervision of Dr. A.A. Igunnu and Dr. E.I Makoju, and that is has not been presented before in any publication for the award of Master Degree in Education Literature and previous works were fully acknowledge and cited in the references.

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Date

CERTIFICATION

The dissertation by MorphyNkanumOshen, titled Analysis of Students Performance in Vocational and Technical Subjects from 2013-2017 in National Examination Council Senior School Certificate Examination in Kadunastate the regulations governing the award of the Degree of Masters in Education Administrational and Planning of the AhmaduBello University Zaria for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to God Almighty whose guidance, protection, inspiration, wisdom, love and care saw me to the end of this programme; to my beloved sister Miss Mercy JonyagbeMorphy, my uncle Mr and Mrs Clifford Akwaji for their parental care and prayers during the course of this work. To my dearest angels, Ogbene, Ubagidi and Oshen-MorphyOche, who were God's gift and source of blessings.

May God's protection rest on you all.

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A hundred of them offered one kind of assistance or the other at various stages in the course of carrying out this programme.

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ABSTRACT

The study was designed to analyze the Performance of Students in Vocational and Technical Subjects in NECO/ SSCE 2013-2017. Problems such as poor school infrastructure, lack of qualified teachers, poorly equipped workshop and laboratories affect the teaching and learning of vocational and technical subjects. In view of this, the researcher deems it fits to look into the performance of students on these vocational and technical subjects in national examination council senior secondary school certificate examination for the period of five years (2013-2017) five objectives were formulated in line with the performance of students in vocational subjects, the performance of students in technical subjects, perceptions of students in vocational and technical subjects, constraints and solutions to the challenges, five research questions were asked in line with the five objectives and five null hypothesis were postulated, some of which states that there is no a positive relationship between students' performance in vocational subjects in secondary schools in Kaduna state, teachers perceive that the rate of assimilations of students in technical and vocational subjects is low or high relevant literatures were reviewed. The research design used for this study was the descriptive survey design, while the simple percentage were used to analyse primary data were used to analyse data from the total population of 5,244 students that sat for NECO SSCE June/July 2013-2017 in the schools. A sample of 357 students' were used as a sample using Krejcie and Morgan (1970) table to sampling technique. The sampled students were used to determine the performance of students in technical and vocational in Kaduna State. The findings were discussed, in the following conclusion, how well students perform in computer study, building construction, office practice, metal work, insurance, what perception of teachers towards their students in computer study, what are the constraint militating against the performance of students in salesmanship, building construction, how can challenges militates against the performance in insurance, metal work, GSM repairs, office practice and recommendation for further studies, instructional materials for the teaching of vocational and technical subjects should be provided, schools should be equipped for proper teaching and learning enlightenment compigns should be carried out in societies mostly on vocational education.

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LIST OF ABBREVIATIONS

N.P.E	National Policy of Education
S.S.C.E	Senior Secondary College Education
M.D.G	Millennium Development Goals
N.U.T	Nigeria Union of Teacher
I.C.T	Information and Communication Technology
I.L.O	International Labour Conference
NEEDS	National Economics Employment and Development Strategy
NDE	National Directorate of Employment
UNESCO	United Nations Education, Scientific and Cultural Organization
ERP	Education Reform Programme

OPERATIONAL DEFINITION OF TERMS

Vocational Education: this is design to help the learners acquire and develop skills, knowledge and attributes for effective employment or progression in specific occupation.

Technical Education: this is the systematic application of scientific or other organized knowledge to practical task.

Vocational subjects: are those subjects label for those instructional areas that consist of visual arts (mainly the handicrafts) and home economics subjects. The specific subjects so labeled in include; leather work sculpture, graphic design basketry, food and nutrition and management in living.

Technical subjects:are subjects uses for trade, industrial, engineering- related subjects such as technical design, applied electricity, auto-mechanics and wood work.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Nigeria having realize the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to match the ideals and challenges of changing economic and social structure of modern society (National policy on education 1981, revised 2004).consequently, in 1982, Nigeria adjusted her secondary educational system to encompass diversified curriculum that integrates academic with technical and vocational subjects, intended to empower the individual for self-employment. According to the National Policy on Education, the broad aims and adjectives of technical education in Nigeria education system are preparation for useful living within the society (self-employment) and preparation for higher education.

Evaluation of technical and vocational study provides useful feedback to educational planners and administrators on the performance of students in technical education. When linked to data reflecting labour market needs, the tests are useful for evaluating the relevance of vocational curricula to the current and anticipated conditions. In addition, tests that measure more broadly defined developed abilities can, when used properly, contribute to relevant information about the types of courses offered by schools and the efforts to a provide special guidance or coursework to student who need it most. For performance measurement, tests design expressly for system-wide program evaluation is preferable to that assessment of individual abilities.

The State in Nigeria have becomes very active in the development and use of occupational competency tests. Detailed paper-and-pencil testes, as well as hands-on testes of technical proficiency-which are often designed with the cooperation of experienced workers can provide valuable information about the quality of vocational programmes. State- of- the art tests that rely on computer-base interactive system, which are currently being designed, may provide important technological improvement over conventional testing modes.

However, almost three decades after adoption of the laudable initiative, majority of Nigerian youths are idle while some are involved in various vices due to unemployment.

A good number of students who have completed their secondary education but failed to secure admission into institutions of higher learning are in dilemma. This is because they are equipped with the requisite skill for self or paid employment (Igwe, 2007). It is no longer news that the nation's youths unemployment rate has skyrocketed. Adekoya (1999) claimed that for the Nigeria youths to be empowered economically they should be effectively implemented. Oli (2000) believed that to ensure a positive future for Nigeria, the youth who are believed to be the future leaders of the country ought to be well equipped with basic skills to drive the economy.

Omotosho, Idowu, Esere and Arewah [2009] citing Ipaye [1988] posited that one of the developmental task of the youth is the attainment of economic independence which invariably arises from the youth becoming gainfully employed. Consequently, youth unemployment tend to have negative psychological effect on the youth themselves. It lead to maladjustment, and given that young people constitute about

60% of our total population (Awogbenle and Iwuamadi, 2010). A society full of maladjustment citizen is itself sick and cannot progress. The need address this phenomenon and it is attendant problems necessitated this study.

According to (Meskil, 2005) he observed that without strict adherence to good education it becomes a waste and even poses danger to all the sectors of the nation. It should be noted that good quality delivery begins from policy makers to resource providers, the teachers and the students. It has long been found that quality is never an accident; it has always been the result of high intentions, sincere efforts, intelligent mission statement and focused as well as skillful implementation. In education, there is a broad agreement on a number of issues that define quality. They include higher academic standards, vigorous curricula, skilled and experienced teachers, updated textbooks, state of the arts laboratories and computing facilities, small class sizes, modern buildings and conducive environment for learning, strict discipline, solving parents amongst others. Quality education is needed to guarantee good future for the country.

Babalola (2004) stated that: quality of education refers to the worth of education (with reference to its input, the teaching – learning process and the output/ outcome). It is measured against set standards and could either be seen as below, exactly or as above a given standard. Babalolawent further to explain that, the quality could be poor, just as expected, excellent or exceptional. When it is exactly as it ought to be, we say it is an expected quality. Above the standard, we say it is either excellent or exceptional. Quality of input refers to the worth of teachers, trainees, textbooks, technology of delivery, and tasks or curriculum. Quality of the process deals with the

worth of teaching learning process that involves lesson plans, delivery methods, classroom organization and control, student- teacher inter actions, pupils' participation, assessment and evaluation, marking etc. quality of outcome and output involves the academic achievement and attainment, value added through education, results of internal and external examinations, etc. quality of environment involves the work of all environmental factors and sanitation etc. since education is seen and regarded as service to the society and as such a predominant force in our society. The services it renders must be good and qualitative. Good service doesn't just happen by chance; it must be planned and managed, from the design to the delivery, from maintaining efficient operations to ensuring that the quality is both high and insistent quality assurance therefore deals with the proactive means of ensuring quality inputs, quality through puts, quality outcome, quality academic achievements of pupils and the environment before things get out of hands (Babalola, 2004).

Unfortunately, education in Nigeria in its present form is devoided from standard, quality and functionality (Babalola 2012). In fact, much as most scholars are interested, everyone wants to obtain a certificate to join the band wagon in politics and possibly "meet up early today, politics, is the most lucrative practice that makes sense" and captures the interest of all and sundry. The demise of quality and functionality especially in the Nigerian education system has further been slaughtered on the corridor of the struggle to obtain or secure a certificate as a meal ticket and further build prospect in politics. Against these scenario Kadir (2012) observed that quality and standard need to be restored in the Nigerian education system. In this direction, Kadir (2012) further stressed that quality education have provided the "magic wand"

that transformed Russians in 1913 from an unbelievably, fantastically backward country, poverty stricken into world's most technologically and economically developed countries.

1.2 Statement of the Problem

For Nigeria to excel technologically there is the need for the effective implement of vocational education program in government owned secondary schools and private secondary schools. In spite of the important of vocational education to the development of both individuals and the society at large, there is no much emphasis placed on the effective implementation of vocational education programs in Nigeria.

The frequent occurrence of low student' participation in vocational education courses has been a great concern to all-well-meaning individuals, institutions and industries.

Considering the rate at which technical education is been promoted and also the rate at which the youths in Nigeria are been graduating from such institutions yet a high percentage of them are doing in terms of being engaged in vocations or trades that could earn them a living and preventing them from becoming menace in the society.

One will start to wonder what is going to happen in the future. Indeed they become liability to both their parents and the society. Some engage in vice that are detrimental to themselves and the society.

Despite the efforts of the Federal Government in promoting technical education in Nigeria, the problem is becoming very persistent among our youths as their population is increasing. Hence doubt is expressed about the quality of technical education in this regard. This maybe probably because most these programmes have not been base on the reality of times or due to the inability of students to perform well.

As such there is the tendency that vocational and technical education is constraint with issues arising from inability of regulatory authority to evaluate performance of teaching and learning technical institutions. It is against this background that this study in Kaduna state.

1.3 Objectives of the study

The main objective of this study is to analyze students' performance in vocational and technical subject at NECO/SSCE in the following subject metal work, salesmanship, office practice insurance, computer studies, GSM repairs in Kaduna state. The specific objectives to:-

- i. Analyze students' performance in work, salesmanship, office practice insurance, computer studies, GSM repairs in NECO/ SSCE in Kaduna state from 2013 – 2017;
- ii. Analyze students' performance in metal work in seven selected secondary schools in Kaduna state;
- iii. Find out the perceptions of teachers toward the performance of their student in metal work, salesmanship, office practice insurance, computer studies, GSM repairs in seven selected secondary school in Kaduna state;
- iv. Identify the constraint militating against the performance of students metal work, salesmanship, office practice insurance, computer studies, GSM repairs in seven selected secondary school in Kaduna state; and
- v. Proffer solutions to the challenges militating against the performance of student in work, salesmanship, office practice insurance, computer studies, GSM repairs in the seven selected secondary school in Kaduna state.

1.4 Research Questions

- i. How well do students perform in the following subject metal work, salesmanship, office practice insurance, computer studies, GSM repairs e.t.c,in the seven selected schools in Kaduna state from 2013-2017?
- ii. How well do students' performance in metal work, office practice in seven selected schools in Kaduna state from 2013-2017?
- iii. What is the perception of teachers towards the performance of their students in the following subject metal work, salesmanship, office practice insurance, computer studies, GSM repairs in seven selected secondary school in Kaduna state?
- iv. What are the constraint militating against the performance of student in the following subject metal work, salesmanship, office practice insurance, computer studies, GSM repairs in seven selected school in Kaduna state?
- v. How can challenges militating against the performance of students in the following subject metal work, salesmanship, office practice insurance, computer studies, GSM repairs etc, seven selected schools in Kaduna state?

1.5 Hypotheses

- Ho₁: there is no positive relationship between student's performance and vocational subject in schools in Kaduna state;
- Ho₂: there is no positive relationship between student's performance and vocational subjects in technical subjects in Kaduna state;
- Ho₃: there is positive relationship between student's performance and students' performance in technical subject in Kaduna state;

- Ho₄: teacher perceived that the rate of assimilation of student in technical and vocational subject in schools in Kaduna state is low;
- Ho₅: teachers perceived that the rate of assimilation of student in technical and vocation subjects in Kaduna State is high;
- Ho₆: vocational and technical education is not constraint with the issue of poor performance of students in vocational and technical education;
- Ho₇: vocational and technical education isconstraint with the issue of poor performance of students in vocational and technical education; and
- Ho₈: proper funding and manpower development will not enhance student's performance in technical and vocational education.

1.6 Basic Assumptions

For the purpose of this study the following assumptions were made.

1. It is to provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self-independent;
2. It is to provide graduates with the training and support necessary to help them establish a career in small and medium size business;
3. It is to provide graduates with training skill that will make them meet the manpower need needs of the society;
4. It is to provide graduates with enough training in risk management to make uncertainty bearing possible and society;
5. It is to stimulate industrial and economic growth of rural and less developed areas;

6. It is to provide graduates with enough training that will make them creative and innovative in identifying new business opportunities; and
7. It is to provide small and medium size companies with the opportunity to recruit qualified graduates who will receive training and in the skills relevant to management of the business centre.

1.7 Significance of the Study

This research work will be immense benefit because it will x-ray the performance of students particularly in Kaduna state. The attention of both the teacher and ministry of education will be drawn problems and their suggest solutions.

The finding of the study will enable the teachers to take appropriate steps in teaching vocational and technical subject in schools the government; parent and the society at large would understand the problems facing the technical and vocational subject. The study will also be a good reference material as well a spring board to undertake further research.

Finally, this research work will serve as a frame-work to others who may be conducting research on similar topic or others who may be conducting other works on any problem that may emanate as a result or reaction to this work.

1.8 Scope of Study

In order to avoid unmanaged work, the researcher has limited herself to cover the three educational zones in Kaduna state. The zone includes:

- i. Kaduna Central
- ii. Zaria Zone
- iii. Fafenchang

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews literatures on the subject matter of this study with great emphasis. Hence, the chapter reviews concept and theories underpinning this study. As such, extracts were made from journals, news-papers and magazines as well as opinions of authorities on the subject matter. The chapter is therefore segmented into sub topic design in line with the objectives of the study.

2.2 Conceptual Framework

1. Concept of Vocational Education
2. Objectives of Vocational Education.
3. Method of Vocational and Entrepreneurship Education in Nigerian.
 - i. Classroom training
 - ii. Off the job training
 - iii. Electronic training
4. The potential of Vocational and Technical Education.
5. Effect of Traditional Education on Vocational Education in Nigeria
6. The impact of Vocational Education on job creation.
7. Presenting the features of Vocational Education climate in Nigeria.
8. Performance Assessment in Secondary Vocational Education.
9. The Constraints of Vocational Educational in Nigeria
 - i. Political instability
 - ii. Capital

iii. Empirical studies

10. Summary

2.2.1 Concept of Vocational Education

Okoro (1993) defines vocational education as any form of education whose primary purpose is to prepare persons for employment in recognized occupations". That is to say vocational education provides skills, knowledge, and attitudes necessary for effective employment in specific occupations. To further buttress the definition given above, vocational education can be conceived as a comprehensive term referring to those aspects of educational process involving the acquisition of practical skills attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. The Nigeria National Policy on Education (NPE, 2004) highlighted aspects of vocational education as:

- a) An integral part of general education
- b) A means of preparing for occupational fields and effective participation in the world of work.
- c) An aspect of lifelong learning and a preparation for responsible citizenship.
- d) An instrument for promoting environmentally sound sustainable development.
- e) A method of facilitating alleviation.

These are consisting with those found in UNESCO and ILLO (2002) reports. The provision of vocational education starts at the Junior Secondary School level in Nigeria, where students/youths are exposed to vocational aspects such as Business Studies and Introductory Technology. Introductory Technology comprises of some theoretical and knowledge and practical skills in electricity and electronic, woodworks,

metal work, and building trades. It is expected that at the end of the three-year Junior Secondary School the youths must have been equipped to either pursue higher education or opt into the world of work.

Abdullahi (1993) states that "vocational education is expected among other things to assist students to acquire relevant occupational and technical skills, prepare for future occupations and make successful transition from school to world of work". However, it has been observed that the present practice in vocational education curriculum development in Nigeria encourages lack of harmony between the educational practice and the world of work. To buttress the above point, UNESCO (1979) had earlier reported that the institutions responsible for manpower training are rarely in close contact with industries.

Okoro(2003) categorizes into three the vocational needed that Nigeria in particular may dwell into so as to reduce the rate of unemployment taking into cognizance the cost implication as follows:

- 1) Production of Artisans- This includes vocations like mechanics, furniture making and electricians.
- 2) Production of Agriculturalists- This includes vocations like poultry farming, horticulture, and animal husbandry.
- 3) Production of Fashion Designers -This includes vocations like tailoring, dyers, barbers.

He also interviewed teachers, young school leavers and students of pre-vocational subjects in Nigeria on the problems militating against proper imparting of vocational skills in schools and revealed that lack of funds, lack of facilities, and

mismanagement of resources, lack of qualified personnel, and lack of cooperation from principals, among others.

Akubudike(2003) also reports other problems such as: In-adequate Staffing. Poor Attitude of Students, Lack of Proper Guidance and Counseling, Un-coordination of Career-Oriented School Clubs or Associations, Lack of Exposure to Public Lectures. Suffice it to say that problems might have contributed to the increasing high rates of school drop-out in most cities and villages in Nigeria, which become the problem for their immediate society and the government. Even though, successive governments in Nigeria have brought in youths empowerment programs. Of recent the National Economic Empowerment and Development Strategy (NEEDS), which was aimed at creating a new Nigeria citizens who value hard work and who realize that one cannot have something for nothing(NEEDS, 2005). Obiefuna(2003) reports that most of the Nigeria youths want to have good things in life but are not ready to be subjected to the world of work.

As the world of work is further changing, most of the employers require certain skills form school leavers before being employed. This change in employer's expectation has resulted from the changing nature of workers roles in the work place. Although, employers are still interested in hiring individuals who have received occupationally specific training, they also want individuals with a solid grounding in basic academic skills. The types of basic skills employers expect their employees to possess have been listed in a nature of publications (e.g. College Entrance Examination, 1984; Carnevale, Grainer and Meltzer, 1988).

These objectives provided guidelines for the design and development of the Vocational Education curriculum at the secondary school level in Nigeria. The first two objectives specifically linked with Basic Education (junior secondary school level) pertain to career exposure, career expectation, career choice, and entry into gainful employment. The remaining objectives reflect the dual purpose of diversified senior secondary school curriculum objectives 3, 4, 5 & 6 pertain to employment and economic development while objectives 7 & 9 are general education and further education objectives. An objective 8 addresses social and political problems access inequality and equity and is less visible in the Vocational Education curriculum at secondary school level.

Countries use different approaches to vocationalization of the general education curriculum. One approach is to have a core curriculum and diversified clusters of elective subjects that includes vocational and technical subjects. Nigeria uses this approach whereby at the senior secondary level, a student must take four core subject and three or four electives, several of which are packaged vocational and technical electives.

Technical/Vocational education can mean different things in different systems. In Nigeria mainstream educational system, the term "vocational" is a label for those instructional areas that consist of visual arts (mainly the handicraft) and home economics subjects. The specific subjects so labelled include leather work, sculpture, graphic design, basketry, food and nutrition, and management in living (Nigeria Education Service, 1999). The label "technical" is used for trade, industrial, engineering-related subjects such as technical drawing, applied electricity, auto

mechanics metalwork, and wood work. Agriculture and business education subjects in the curriculum are not presented under any of the two labels.

The introduction of Vocational Education subjects into the secondary school curriculum started in the mid-1960's, but it was not until 1987 that a comprehensive plan was initiated to make 'vocational education' an integral part of the secondary education system. Severe economic problems from the late 1970s promoted the Government of Nigeria to launch its Economic Recovery Program with financial assistance from the World Bank and International donor agencies. As an integral part of its plan for economic recovery" The government initiated the 1987 Education Reform Program (ERP) to reverse the decline in the education system. The decline in the economic, coupled with at the time a government that saw itself as championing the cause of ordinary Nigeria rather than a minority elite, made vocationalization widely accepted as one of the key solutions to socio-economic decline". The argument put forward was that education at the secondary school level would equip students with skills for paid and self-employment. (Nigeria Education Service, 1999).

In Nigeria and the whole world at large, Vocational education is being seen as a key to economic and development process. When people are exposed to entrepreneurship, it is evident that they would be opened to opportunities that will enable them to become creative and productive. This will enhance job creation and improve the standard of living of an individual.

Vocational education is an indispensable ingredient for job creation. Sanda (2010) asserted that Nigeria and other countries of the world are seeking to increase the Vocational education/capacities of their citizens. Quality according to

Hornby(2000) is the standard of something when it is compared to other things like it. That is to make the standard better so as to meet the targeted goals. The recipient should be able to acquire the essential knowledge needed to meet life challenges.

Vocational education seeks to prepare people particularly the youths: to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience whereby they can take risks, manage result and learn from the outcome (Suleiman, 2010).

Vocational education is teaching people that they can either take or create a job. This will enable them to be self-employed and not relying on their job security. Often, it creates new job for others at the same time. Vocational education training could be given to interested individuals both adults and students through workshops, classes and conferences thereby learning basic ideas of starting their own businesses and keeping it running.

Entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capacities for self-employment rather than being employed for pay.

Osuala(2010) defined Vocational education as a programme or part of a programme that prepare individuals to undertake the formation and operation of small business enterprises which includes franchise operation for the purpose of performing all business functions related to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises.

From the above definition, it is evident that Vocational education could turn around the economic fortune of Nigeria by providing jobs and reduce the unemployment rate in Nigeria hence reducing the poverty level of Nigeria. It could also help individual to identify investment opportunities and help them to harness untapped natural resources in Nigeria in order to produce the goods and services needed in the country. These will no-doubt reduce or eliminate poverty and help to increase per-capital income of the country which is one of the cardinal points of Millennium Development Goals(MDGs).

The usefulness of vocational technical education is inestimable as it stretches from an individual to the society at large. Olaintan(1996) buttresses this fact by positing that from individuals being the primary beneficiaries of vocational/technical education. The nation is usually the fundamental beneficiary of this education. In other words, Vocational/technical education serves as an excellent instrument of making positive change in individual's life and the society at large. Thus, vocational/technical education alleviates poverty in so many ways such as:

- a) Training millions of young people and adults to participate in the world of work. Its development has included a move from apprenticeship method in beginning to fulltime vocational/technical schools and then to vocational education programmes in public high schools.
- b) Reduces the rate of unemployment amongst the citizenry. Many educated Nigerians are neither self-employed nor unemployed by the government. In fact, technological and industry development would have utilized available materials to develop the country. In other words, this form of education can be

drastically. It enables individuals to acquire the skills needed to make them become employed or be self-employed after graduation.

- c) Major effort of alleviating youth unemployment and dropout in Nigeria has been initiated via vocational/technical education programmes off the Federal, States and Local Government. Education programmes to the Federal and States Government includes the establishment of polytechnics and mono-technical colleges. The ultimate aim of establishing such institutions is to provide youths with saleable skills, which will enable them not only become employable, but also establish their own industries and business.

It refines individual's attitude to work. This is because a person with expertly acquired skills sees himself/herself as someone who is hard working to make money in order to live comfortably. In other words, individuals now see the dignity in labour, which encourages the feelings that acquired qualities living comfortably. Vocational/technical education encourages both cognitive and psychomotor skills for useful things in the society. Technical/vocational education and training have been recognizes around the world as a tool for alleviating poverty and enhancing technological development. Therefore, the salvation of Nigeria in general and Niger Delta States Boko Haram States in particular, and kidnapping in the 21st century depends on a great extent on sound, relevant and functional vocational education. This is so because vocational education provides skills necessary for self-employment and creating employment for others.

UNESCO(2002) defines vocational training as those aspects of the educational process involved in addition to general education, the study of technologies and related

sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life. Vocational education exists in three forms namely:

- i. Formal vocational education
- ii. Informal vocational education
- iii. Non-formal vocational education.

The formal vocational educations are those programmes offered in secondary schools, technical colleges, polytechnic, and universities among others, while informal vocational education are the apprenticeship programs run by roadside mechanics, herbal medical practitioners, blacksmithing and others. Non formal vocational educational education are those programmes designed, run and managed by private and public organizations for the purpose of addressing specific needs such as the leather training institutes in Zaria, among others.

1. Producing semi-skilled and technical manpower necessary to restore, revitalize, energize, operate and sustain the national economy and substantially reduce unemployment.
2. Providing technical and vocational education that is broad based in nature accommodating at all periods of life without discrimination or bias on grounds of sex. Intellectual talents and aptitudes, physical disabilities or culture, religion and ideology
3. Serving as a means of national defense against poverty brought about by lack of job skills.

4. Reforming the content of technical and vocational education to make it more responsive to the socio-economic needs of the country.
5. Harmonizing and inter-relate with industry and the labour market in terms of resource for training as well as production standard.
6. Raising and sustaining a generation of job creators rather than job seekers.
7. Enhancing access to technical and vocational education programs at all levels of the education system.
8. Ensuring equity of access, participation and completion rates (Federal Government of Nigeria, FGN 2002).

In order to achieve these objectives, the Federal Government in Nigeria from 2001-2002 recommended the following priority areas:

1. Getting all Nigerian youths (boys and girls) to benefit. Vocational education aims at increasing access by a minimum 30% to achieve reduction in gender imbalance by 50%, achieve 50% public enlightenment on the value of vocational education and restructure informal vocational education.
2. Provision of learning experiences (curriculum) that would ensure that beneficiaries of vocational education scheme have job skills for solving many Nigerian socio-economic problems by the provision of equipment to Polytechnics and Technical Colleges for accreditation, review of vocational education curriculum to make it more functional, increase the number of qualified vocational education teachers among others.
3. Provision of conducive environment that will ensure that students derive maximum benefits from vocational education. This includes training of 20000 teachers for

technical colleges. 10000 for polytechnic, rehabilitation of classrooms and workshop facilities among others.

4. Preparation of new breed of teachers that will translates the new vision of technical and vocational education into action in classrooms, laboratories and other places of learning. The action plan includes rehabilitation of existing teacher education institutions and establishment of new Universities of Science and Technology, and giving better salary remuneration to teachers among others.
5. Improving the status of vocational institutions: The action plan includes greater emphasis to construction and production courses rather than service works, granting criteria and autonomy to polytechnics and colleges for education to run degree and ending discrimination in employment between polytechnics and university graduates.
6. Academic and Professional Progression: Integration of informal vocational education into formal vocational education, elimination of gender bias in promoting vocational guidance and counseling in secondary schools among others.
7. National Assessment and Certification: Transformation of NECO into National Authority for Vocational Qualification, adoption of common curricular for vocational education institutions and assessment and certification of craftsmen and artisans.
8. Monitoring Research and Evaluation: establishment of Presidential Task Force to monitor the implementation of the action plan.

2.2.1 Objectives of Vocational Education

The objectives of vocational education clearly show that it is concerned with the development and survival of both individual and society. In fact, it is a tool through which social, economic and political development could be achieved. If it is properly

planned, funded and implemented. The objectives of Vocational education are spelt out by Osuala (2010) as:

1. To provide meaningful education for youth's which could make them self reliance subsequently encourage them to drive profit and be independent.
2. To provide graduate's with training and support necessary to help them establish a career in small and medium size business.
3. To provide graduate with training skills that will make them meet the manpower needs of the society.
4. To provide graduate with enough training in risk management to make uncertainty bearing possible and easy.
5. To provide graduate's with enough training that will make them creative and innovative in identifying new business opportunities.
6. To stimulate industrial and economic growth of rural and less developed areas.
7. To provide small and medium size companies with the opportunities to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of business centre.

From the above objectives, it is evidently that this type of education if it is given all it deserves and properly implemented will produce quality graduates that will foster job creation and reduce or eliminate poverty in Nigeria. This could be realizes when the graduates are self-reliant by establishing their own business (small/medium) scale enterprises.

Job creation is one of the cardinal objectives of Millennium Development Goals. When an ample job opportunity is created it will invariably help to reduce poverty and enhance better standard of living of an individual in Nigeria. Job creation is an act of making

work in which one receive regular payment available to the citizenry. That is creating an enabling environment for ample employment opportunities in the society. This is done by establishing cottage, small medium scale enterprises in Nigeria.

2.2.2 Method of Vocational and Entrepreneurship Education in Nigeria

This is similar to traditional education. Under this training, young school leavers who want to go into small-scale enterprise for various businesses such as carpentry work, motor repairs, metal work furniture making, and artwork and so on will be grouped together for intensive Vocational education Training. The duration for this kind of training does not exceed six months. This is mainly to help them start up businesses of their own. Example of this is the National Directorate of Employment (NDE) in Nigeria. On-The-Job-Training this is a situation whereby the entrepreneur is given an opportunity to be trained on is won business operation." A trainer will be invited to monitor the entrepreneur's performance as long as the business activities are concerned. His performance will be further evaluated and analyzed by the trainer and correction will then be given if any deviation is recorded (Chinonye, 2010)". This view corroborates with Imhabekhai (1998) who stated that on-the-job training is a situation whereby the entrepreneur is trained through a supervisor.

2.2.1 Classroom Training

This is formal classroom training. An entrepreneur can enroll in a business for a Diploma, undergraduate or post-graduate programmers or even a certificate concern. The entrepreneur under this condition usually wants to acquire knowledge on how torun a business. This type of training exposes the entrepreneur to other areas of life's activities. The entrepreneur can also be sent to undergo a sort of industrial training in

industries or any business. In doing this he will gain skills and experiences that he will use for his business.

2.2.2 Off-The-Job-Training

According to Imhabekhai(1998),this type of training involves a situation whereby an employee is released by the employer to attend refresher courses or granted training leave or sponsored to attend seminars, conferences and workshops on order to update his knowledge and skills in consonance with new development in his job. Once in a while, it is necessary for an entrepreneur to go for a refresher course. This helps him to update his knowledge and share ideas on current issues as long as the business is concerned. The duration of this kind of training can be two weeks to one year.

2.2.3 Electronic Training

The world is now a global village and one needs to meet up with the change in his environment. In this type of training, the entrepreneur can get himself trained through the internet. By familiarizing himself with the internet, he can be acquainted with some information relevant to skill development. Electronic training involves the use of computer. An entrepreneur who is computer literate will be able to share information with other entrepreneur around the world.

2.3 The Potential of Vocational and Technical Education

Following the political independence of Nigeria, there was a realization that types of education our colonial masters left with us needed a critical reexamination of the worth of content, objectives, relevance, methods, administration, evaluation, and so forth. According to Ezeobata(2007), this period saw a state of affairs in Nigeria

education where every subject had to 'prove its usefulness' to retain a place in the school curriculum. This was said to have led the National Educational Research Council (NERC) to convey a historic curriculum conference at Lagos in 1969. This conference recommended new set of goals and provide directions for major curriculum revision upon which the National Policy on Education of 1977 and the revised policy in 1981 and 2004 were based. "Against this background of national aspirations, a new educational system commonly referred to as the 6-3-3-4 system of education emerged. The system consisted of six years of primary school education. Three years of junior secondary school (JSS), three years of senior secondary school(SSS) and four years of post-secondary education (Omotayo, Ihebereme&Maduewesi, 2010)".

The implementation of 6-3-3-4 education system in Nigeria began in 1982 and brought many reforms into the educational system in Nigeria. Among the innovations is the vocationalization of the secondary school curriculum in Nigeria. At the junior secondary school level pre-vocational subjects were introduces into the curriculum while vocational subjects were introduced into the senior secondary level. The focus of the pre-vocational was to expose students at the junior secondary school level to the world of work through exploration. Such exposure would enable junior secondary school students make intelligent career choice. Among the pre-vocational subjects are practical Agriculture, Home Economics and Business Studies. Introductory Technology is an integration of components woodwork, metalwork, basic electronic, applied electricity, water flow technology, airflow technology, chemistry, plastics, basic building technology and ceramics. While Business Studies has typewriting.Shorthand, Bookkeeping, Office practice, Commerce and

Computerscience as components.Fafunwa(2002) stated that the specific objectives of the Junior Secondary School Education are to develop In the Manipulative skill (Manual dexterity) invention, respect for dignity of labour and above all healthy attitude towards things technically.

At the senior secondary school level, recommended a vocational/technical subject that includes: Agriculture Science. Clothing and Textile, Home Management, Food and Nutrition, Typewriting & ShorthandPrinciples of Accounts, Commerce, Woodwork, Technical Drawing. Basic Electronic, Building Construction, Applied Electronic and Auto Mechanics. The most significant aspect of the National Policy on Education as noted by Dike(2009) is a new focus that gives the Nigeria educational system, the need for the Industrialization of the nation in which technical and vocational education play crucial roles and the realization to change form white collar job oriented educational system to science, vocational and technical oriented educational system which prepares individuals to be self-reliant and useful to the society. This is said to have informed the Federal Government to lay emphasis on technical education. Dike(2009) further noted that the five national goals cannot be realized without developing technical/ vocational education, a well-rooted technical education that will definitely reform the economic, social and political life-style of our Nation form third world to be the first world class.

Uyanya(1989) stated that the most important thing that ever happened to Nigeria is the 1981 National Policy on Education, which emphasizes the acquisition of vocational skill and self-reliance. Puyate(2008) quoted Sower(1971) who observed that vocational/technical education is a means towards industrialization of Nigeria.

Olaian(2007) defines vocational/technical education as that aspect of education which is a skill acquisition-oriented form of training. Offorma (2005) lamented growing dependence of our youths on white-collar jobs which are difficult to come by these days. Job employers, according to Offorma, do not emphasize certificate but what one can do and urged youth's to seek self-reliance through self-employment. Vocational/technical education is that aspect of education that gives its recipients an opportunity to acquire practical skills as well as some basic scientific knowledge (Nigeria National Policy on education, (1981). Oni (2007)) quoted Puding(1994) who defined vocational/ technical education as that type of education, which fits the individual for gainful employment in recognized occupation as semi-skilled workers or technicians or sub professionals.

Vocational education could be regarded as that aspect of education, which provides the recipients with the basic knowledge and practical skills needed for entry into the world of work as employees or as self-employed (Oni 2007). Vocational education nurtures skills that are necessary for agricultural, industrial, commercial and economic development and thus build a self-reliant nation.

Two of the aims of Vocational Technical education as stated in the Nigeria National Policy on Education (1981:28) are:" to give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant, and to enable Nigerian young men and women to have an intelligent understanding of the increasing complexity of technology".

The above aims were stated about three decades ago. Today, according to Oni (2007), the nation still lacks quality Vocational/Technical education programmes in technical institutions. He however suggested the need to establish good vocational and technical

institutions to provide the required training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant. Quality vocational/technical education is also essential in Nigerian institutions to sustain the nation's populace where quality of life is still very poor. The United National Educational Scientific and Cultural Organization (UNESCO, 2010) noted that revitalizing this important sector is among the ways to improve economic opportunities for the youth's.

According to Dike(2009), Vocational/Technical education is designed to develop occupational skills to give individuals the skills to "live, learn and work as productive citizens in a global society". Oni(2007) further argues that vocational and technical education holds the keys to national development. Aina(2009). Points that it is an education for skills building and skills identify, which ultimately becomes a means for livelihood. According to Obanya (2007), vocational and technical education is part of integral development of the 'three H's' (the head, the heart and the hands) which must not be neglected, as doing that will amount to a denial of an individual's integrated personality development.

Form the foregoing, it is well recognized that vocational and technical education remains the key to achieving economic empowerment and national development. The researcher is in agreement with the various opinions expressed on the potential of vocational and technical education in equipping the learners with entrepreneurial skills necessary for self-reliance. However, the extent to which this has been achieved is not yet addressed. This situation calls for a critical appraisal of the implementation of the Nigerian secondary school vocational and technical curriculum with a view to finding out how it is affecting the socioeconomic empowerment of the youth.

2.3.1 Effect of Tradition on Vocational Education in Nigeria

Omolewa(1981) emphasized on traditional education which was done out of school, essentially at home, the center for character training and basic for the introduction to vocational education. For example, according to Omolewa," a father versed in medicine or drumming would encourage his children to adopt his profession, during the dedication of a child or the naming ceremony, parents often invoke the spirit of the profession in bringing luck as demonstrated by the addition to the family". Thus, in traditional society, the Nigeria youths and adults continued to spend life in the rural areas, work as self-employed farmers or as labourers attached to some elderly and more experienced farmers or to work as carpenters, goldsmiths. In most traditional societies, of Nigeria, vocational skills in agriculture and industry were acquired through the apprenticeship systems. Young boys and girls were apprenticed to master craftsmen for periods upwards of three years during which they lived with them and helped them in domestic duties in return for boarding. In the case of girls, they were apprenticed for specific vocations, but they were usually boarded for general education, including house-keeping, spinning yarn, weaving on handlooms, dyeing, mat weaving and the art of buying and selling. Chinonye(2010) in-support of this view stated that traditional education includes observation, apprenticeship, home study and training.

2.3.2 The Impact of Vocational Education on Job Creation

Quality Vocational education plays a vital role in the social, political and economic development of any nation. This possible when job created for the citizen by establishing a lot of business that will accommodate the unemployed youth in

Nigeria. A qualified graduate of vocational education would have acquired enough skills relevant to management of small business Centre

- a) Creation of self-employment an entrepreneur provides job for himself by establishing small business.

This according to Aideduso in Oloramololu (2008) help to reduce problem of unemployment and other social vices in Nigeria

The entrepreneur does not only provide job/ employment for himself alone, but provide for others too.

This in turn helps the individual to increase per capital income hence improve standard living.

- b) The Entrepreneur determines or identified the specific wants of the people and the type of goods and service that will fulfill those wants most comfortable.

Emeruwa (2005) asserted that the entrepreneur does not only identified but mobilize and organize the resource tap the opportunity by men, material, money and machine to explore the opportunity.

- c) Production of goods and services that is important to the well-being, comfort and happiness of individual in the society at large.

Vocational education stimulates rural, economic and industrial development. They contribute to the development of rural areas. They do this by establishing their small/medium scale enterprises in such areas by discouraging rural migration. They provide ample job opportunities to the rural dwellers. They also provide goods and services, which could be found in an urban area and sometimes provided infrastructural facilities.

- d) The entrepreneurs are usually motivated in their activities not only by the need for material contributions to the communities but also desire to make profit. The uplifts dignity of labor.
- e) Through Vocational education, utilization of local resource are made possible. The graduates of this specialized education set up their small/medium scale businesses, which will enable them to utilize the local resource available in their vicinity. The use of local raw material is discarded by products of large firms as primary input in their production processes. Owulah and olrunmolu. (2008) asserted that in terms of their economic benefits small firms can be said to be greater in local resource maximizes than their large counterparts. The provision of raw material for big firms help them to increase their production hence employ more personnel thereby creating jobs for unemployed youth in the country.
- f) Through Vocational education, a pool of potential entrepreneurs who are well equipped with skills and technical know how to manage small/medium scale industries are produced. This will equally help in job creation. Through quality Vocational education, Nigeria could produce a lot of entrepreneurs who could establish and manage businesses on their own. Based on the above merits, it is no doubt that Vocational education could be used as major weapon in achieving the Millennium Development Goals (MDGs) by empowering the individual in the society to be self- reliant. This will help in reducing poverty in Nigeria.

2.4 Presenting the Features of Vocational Education Climate Nigeria

Nigeria Technical schools are always termed as a place of learning functional skills, receiving ideal information, to act rationally to the expectation of the broader society (Bagudo, 2006; Daramola, 2002). This is equally the practiced of schools in the schools in other societies, thus technical schools expect teachers to have control and operate in the school climate to the expectation of society (Carpenter, 2011, Loukas2007; Marshall, 2004). The deliberate attempt by society's institutions (family, religion, polity, economy, sub organization and structures) to entrust to education (school) its social philosophy and ideology (mission and vision) has resulted to high expectation, result oriented relationship between teachers in technical school climate and society, which resulted to the question of what and how to measure the school progress (Cohen, McCabe, Michele pickerel,2009; national school climate council, 2007; Lingard, Hayes & Mills, 2003; Signal, et al., 2011; char land).

These challenges makes school climate to build up strategies of executing proper, stable and functional duties to the parents, children/students/pupils and social institutions. School fairs are structurally organized in a bureaucratic format because the school is bureaucratic in nature (Max Weber-21 April 1864 - 14 June 1920, in Macionis 2006). To this end, a clearer of a school climate will involve [teachers, students. And policy maker]. A number of scholars have identified these as the features of school climate; school physical structure [school plants/building], social interaction between teachers and students [teaching and learning], between students and within, peer associative plays and discussion [academic and social] (Marshall, 2004; Loukas, 2007; Nakpodia, 2010; Galton, 2010; Char land, 2011; Lingard, et al,

2003). The school climate (environment) is a description of the total written and unwritten, academic, social and administrative rules that affects and influences the behavior of teachers and students. By implication the entire school climate has influences on the academic, social, safety, relationship and connectedness of teacher and students in school and beyond. This is why teacher are seen as custodian of the education success and failure (Smith, 2010; Cohen, et al., 2009; Stewin&Mah, 2001; Galto, 2010).

School Culture: The school culture (belief, values, tradition patterns of behaviors', climate, environment, the way we do things) designates the organizational norm and believes as parts of school social milieu with either directly or indirectly influence teachers and student.

School culture involve believers, they are socially structured with the features of do's and don'ts (rules and regulations), within the school settings. It is and ideological assumption, and values of the social unit (school). The school culture silently dictate its social rules to individual; administrator, teachers, parents and students (Ellison, Boykin, Towns & Stocks 2000; Doves, 2012 char land, 2012). This in summary can be seen to be school ways of activities and it will be routine affair that must be maintained with the passage of time (Mcgrath& Noble 2010;Loukas, 2007;Daramola 2002; Ellison, et al 2000; Al fassi, 2004). School climate academic cultured environment.

Classroom Ecology; The classroom is the part of the entire school climate. The classroom ecology describes the teaching and learning room in every school

setting. To the teacher it is the most sensitive place where the intention of the education plans are tabled down to this micro level.

This is the predicting position of the education success or failure (Galton 2010, Burke, Oats, Ringles, Fichter&Delgaudio 2011; Anderson, et al. 2004).

The importance of the teachers activities in the classroom was equally recognize by FGN (2004) that, on nation rises or will rise above the level of its education, this involves the both the structures, contents and pedagogies of teaching, as no education system can progress beyond the equality of its teachers the classroom is the laboratory of educationist and indeed sociologists of education effort to make a good classroom depend on; teacher's pedagogical competency, student's readiness to learn, school authority's wiliness to provide all teaching and learning requirement duty Anuforo(2007) the classroom did not vacuum, it come about myriad of (physical, psychological and social phenomenal) which akin to the teacher and school success.

In the studies of Ellison, et al (2000), in understanding classroom ecological factors, some variables were identified as (social and psychological relationship or interaction, technical pedagogical aspects of instructional delivery, physical and organization routine of classroom, this discipline and management, seating arrangement perception and expectations) (singal, et al 2011; Burke, et al 2011 Fint& Gerber 2005 FME, 2007).Social and psychological relationship of teaching and learning is an interaction that involves teacher and student's relationship involving teaching and learning contents and materials in the classroom and beyond (Aggarwal, 2006).

Teacher's personality is the combination of his or her ability to teach effectively (academic quality) and make a valued fair judgment within the contents of what is being

thought and beyond (Farrant 2004 Anuforo 2007) student's friendliness should improve academic confidence and integrate parents into school relationship (Azetta et al 2009 Aluede 2011 Al Fassi 2004).

School facilities are to be at student's disposal when needed (Singal, et al 2011 and Fassi 2003). Classroom interaction should be seen to favor all academic activities of students, quality of instruction [by teacher] and monitoring of students' progress (ream &Rumberger 2008 Erickson &Mc Donald 2009).

The ability of the school [teacher and authority] student to interact base on standard state norms promote positive schooling atmosphere of indiscipline (Lingard, et al 2003; National School climate Council [NSCC], 2007). A well cultured classroom must be disciplined and above all the teacher voice actions, gesture are toward the maintenance of social rules embodied in the classroom. This compliment together, but in personality building, perception on students and general expectation from school and students' academic activities. This has direct impact on theclassroom ecology (Anderson, et al 2004) Cohen, et al 2009). Positive classroom ecology cankeep student in school and improve accommodative managerial policies, while negative aspects of school can make the students uncomfortable.

School Physical Plants: This captures school appearance [paint, color, decorations and attraction] and school physical plants (school building, location, and safety) and environmental safety (Adesina 2011). School building and environment should plants with protective majors for risk management, propose adequate budget for combating social risk and enhancing access to education and improve retention strategies (NSCC,2007; Raywid 200 Ijetal 2003).

The school plants are expected to be for conformability as an essential factor with importance features; toilet facilities for teachers and students, good classroom structures that are strong and safe, types of building fitting must be humanly favorable. While planning to have school the distance, location, means of transportation should be considered.

There is a relationship between good school plant and academic achievement, which is tied to be classroom, location of school and its safety to student. Research indicated that a pleasant teachers working atmosphere and students learning environment is obvious to enhance social security and environmental safety, which is important in the assessment of school climates (Dovos, Dupriez, Paguay, 2012; Oluwadare& Julius. 2011).

Administrative Organization in School: School is an administrative system, a bureaucratic organization, which leadership style and decision making always remain a focal point of discussion between teachers and students of a particular school (Macionis2012 Carpenter, 2011 CharlandAluede 2011). Leadership style affects school climate (dealing with both the seen and unseen governing rules and regulations). In referring to the written and unwritten socially constructed norms ways of behavior, this has effect on teaching job; in terms of commitment and discipline in the school environment. A rigid administrative organization causes fear in students, lateness absenteeism. School leadership affects school climate, culture and classroom positive or negative ecology (Nwagwu, 2008 Ananga 2011; Smith 2010; Gregory, cornell&Fan, 2011).

2.5 Performance Assessment in Secondary Vocational Education

According to Lynch;s study (1993), Secondary Vocational education teachers tend to have less formal education than others, but they have more related occupational experience and credentials.

This emphasis on occupational experience in lieu of formal education is concentrated in trade and industrial education, where it has been guided by state policies in a tradition going back to the Smith- Huges Act of 1917 (U.S Congress, 1917). Performance assessments are particularly useful to secondary vocational education teachers.

Givens the fact that vocational education teachers use a competency- based curriculum, this finding revealed, that performance assessment was of more use than the other five methods used in this study. This find supports a study completed by Kershaw (1993).

According to kershaw's study secondary vocational education teachers in ohio were more likely to use performance assessments than any other assessment method. Secondary vocational education teachers were more likely to use informal observations when grouping students for instructional activities. This finding suggests that when prompted, vocational education teachers can provide rich and detailed description of their pupils. Secondary vocational education teachers place much use on objective paper and pencil method in assigning grades. This finding indicates that this method is well suited for assessing students' recall of factual knowledge. "Portfolios were not found to be of much use for generating information in decision making. This was probably due to the fact that teachers have used different criteria for rating portfolio work or come up with different scores even when they use the same criteria (Borthwwick, 1995)".

Secondary vocational education teachers were less likely to use standardized tests and essay type methods for assessing students than objective items, performance assessments. information observation and portfolios. This finding is supported by other studies (Green, 1990; Kershaw, 1993) regarding the lack of standardized test scores in addressing educational

decisions. This finding may also suggest that secondary vocational education teachers are not proficient in interpreting the use of information generated from standardized assessment, as well as how to construct and score essay questions for assessment.

Attitudes toward assessment were viewed as being positive by secondary vocational education teachers. This suggests that vocational education teachers rely on the information generated by tests to provide them with a basis for improving instruction. In their review of literature, Scharfer and Lissitz (1987) concluded that although teachers may be ill trained to use accepted measurement practices, they see assessment as an important part of their professional role and have a positive attitude toward it.

Secondary vocational education teachers neither agreed nor disagreed that they were constrained in their assessment activities. The results of this study mirror the findings of previous studies on constraints and assessment use (e.g., Gullickson, 1984; Kershaw, 1983) in addition to the predominantly neutral findings; both studies cite "limited time for planning" as a high level of agreement among respondents. Secondary vocational education teachers may therefore have less motivation to use the data if there is a lack of time to address problems related to assessment quality.

There are a variety of ways for students to discover their work place, related skills and knowledge with the help of educators. It is important to understand, however, that no single assessment method can completely measure a student's range of skills and knowledge in a content area. Thus, it is necessary to use several types of assessment methods to help students learn about their skills in a single content area.

Both writing short answer forms of testing and diverse methods of performance assessment are likely to be used by vocational educators. However, educational vocational educators rely much more on diverse methods of performance assessment.

So far there are no clear, unambiguous rubrics for evaluating each aspect of a portfolio. State that have begun to use portfolios on a large scale have had difficulty achieving acceptable quality in their scoring (Stecher & Herman, 1997). However, one's approach is to establish guidelines for the content of the portfolio so that they all contain similar components. Specific learners outcomes can be identified for each component and then techniques can be developed for assessing student performance in terms of outcomes.

One of the main criticisms leveled against traditional assessments is that they are used to sort students and, on the basis, to deny educational opportunities (Darling – Hammond 1991). The consequence of instructionally sound assessment is quite different as it enhances the opportunity to learn. The assessment data are not used to label students. They simply provide information on areas in which students already do well, and focus on what they need to learn. Vocational teachers can use the result of such assessments to determine appropriate learning experiences and to guide the redesign of school programs and structures so that the teacher and student performance improves. Obviously, trends in assessment will impact workforce education practice. For this reason, vocational educators need to take an active role in debates regarding assessment techniques and criteria.

Educators and employers believe that the work world is changing and vocational education must adapt if it is to serve students well. The changes in the workplace are complex and not completely understood, but most observers believe that future employees will need integrated academic and vocational knowledge, a broad understanding of occupational areas to

interact creatively with their peers, and higher-order cognitive skills that allows them to be flexible, learn rapidly, and adapt to ever-changing circumstances. To the extent this belief is true, vocational training need to place greater emphasis on integrated learning, critical thinking-skills, and connections between vocational and academic skills, rather on the mastery of the narrow, occupation-specific skills that characterized vocational education in the past. This new vision may also require broader changes in vocational education, including rethinking the organization, goals, content, and delivery of services, as well as the manner in which students and programs are assessed.

2.6 The Constraints of Vocational Education in Nigeria

The policy of vocationalization for the secondary school sector appears to have been too ambitious and implementation of the policy hastily carried out. At the onset of the 1987 reforms, implementation plans were initiated without any serious consideration given to the implication of policy for equipment supply and maintenance. For example, the government found it difficult to provide special funding for equipping JSS workshops and also train sufficient vocational education teachers for the JSS level. However, recent statistics suggest that with the designation of ten teachers training colleges as specially mandated to train vocational education teachers the supply may meet demand at the JSS level. But many of these teachers may not all end up teaching at that level because of a general desire to further their education for the purpose of either teaching at the SSS level or quittingteaching for other professions (Akyeampong& Stephens, 2002).

Vocationalizationat the JSS level was intended to provide vocational orientation to students. Meaning that the intention was not for specialized subjects e.g.

woodwork etc. to be taught. But its implementation did exactly the opposite with the introduction of 13 specialized subjects - a clear example of the mismatch often found between policy intentions and what actually gets delivered.

JSS is terminal for many school children in Nigeria. This is often argued as justification for providing JSS graduates with employable skills, especially for the lower level of the labor market. One estimate of the rate of return to education suggests that JSS is inefficient in preparing terminal graduates for labor market participation. Some evidence also suggests that it does not prepare most of those who finish JSS to qualify for SSS. Transition rate is estimated to be about 35% from JSS to SSS. On the other hand, the SSS level appears to give higher rate of return which would suggest the need for strategies to improve the transition rate from JSS to SSS. Vocationalization at the SSS level in Nigeria has a dual purpose.

- a) To provide skill for paid or self-employment
- b) To prepare others for further education

These, however, seems difficult to complete under the structure and organization of the current secondary school system. Case study evidence suggest that vocational education subject as part general education comes under the heavy influence of general secondary education that threatens to corrupt vocational education goals. In particular, subject requirement for entry into university exert considerable influence on the combination of subjects schools are willing to offer their vocational student or what students themselves choose to study. The effect of these is that some students are compelled to study subject that are of little practical relevance to them

especially if they continue into further vocational education or training instead of going to the university.

The case study strongly suggests that providing vocational education in all SSS is not a productive strategy, especially considering the capital-intensive require of education subject. Furthermore, there is a need to scale down the number of subjects required for vocational education programs. Based on analysis of vocational education examination requirements it was noted that the workload for the various vocational education programme options could vary appreciably because of differences in the number of subjects required in the different programmes.

Some vocational education students study for more subjects than their general education counterparts. All general education students study approximately the same number of subjects which have similar examination time requirements.

Vocational education subjects are better served by an assessment programme that places more direct emphasis on practical objectives using performance related tasks. Analysis of SSS vocational education examination papers suggests they are driven more by psychometric testing traditions in general education. This is another indication of the corrupting influence of general education goals on vocational education when the two operate under the same curriculum umbrella.

A positive achievement of the vocationalized secondary education curriculum in Nigeria is the increase in the propulsion of student offering vocational education subject at the SSS level. In 1996 for example, about 50% of all SSS students study vocational education subject. Because of the lack of tracer studies it is difficult to say whether this translate into more terminal SSS graduate entering certain vocation that reflect their specialization at SSS.

But, a study by King & Martin (2002) does appear to indicate that some student interest in certain jobs reflect vocational education subjects they have been exposed to. However, it is difficult to draw firm conclusions on this matter since labour market signals may be responsible for such interest and not necessarily influenced by the subjects students studied. Indeed King & Martin also suggested that the nature of the economic environment and what students perceive to be their realistic chances in the labour market might influence students' interest in certain jobs.

On the issue of the characteristics of students opting for vocationalized education, the case study leads to the following conjectures;

- a) That possibly, there might be some association between school type in terms of infrastructure and geographical location, qualifying grade, social-economic family background, and the caliber of students opting for vocationalized programmes at SSS level
- b) The academic calibre of students entering vocationalized programmes varies according to programme type. For example, there is a hint though from a limited analysis, that less academically able students opt for the agriculture option than for technical options
- c) Vocational options are not necessarily 'sub-options'. Some high achievers opt for a vocational/technical programme depending on what it seems to be their further education aspiration. But these also seem to depend on the school and the caliber of students it is able to attract.

A number of observations can be made on the issue of cost based on the limited sample of four senior secondary schools studied for this report. SSS technical programmes tend to require high capital and recurrent investment. For example, compared to elective science programmes, the number of students enrolled in the technical programme tends to be lower, resulting in smaller class sizes compared to science. The effect of these investments required per student place for technical subjects is much higher than for science subjects. For business and general arts programmes the difference in the number of students per year is rather small. It is not clear what the optimum student-teacher ratio should be for maximum efficiency in running vocational subjects at the SSS level. But clearly, very high enrolments in practical-intensive subjects compromise the quality of student learning experiences and outcomes. Besides, low enrolment in some senior secondary schools that offer vocational education subjects such as technical are inefficient, because the ratio of students per teacher per subject may be too low to justify the investments.

Wide variations in costs from one school to the other that were observed could be attributed to the following factors:

- a) Resource availability
- b) Intensity of practical activities
- c) Enrolment levels
- d) Subject-specific fees charged

In conclusion, the evidence from the case study suggests that the over-ambitious nature of policy goals, poor conceptualization, lack of effective planning and implementation, inadequate funding have all contributed to undermining any potential benefits that might have

been intended by reformers. Vocationalization of the secondary education curriculum in Africa, if it is to be viable, must address the following challenges:

- a) Provide adequate equipment and materials and operate in such a way ensure that they can be maintained and replaced.
- b) Provide professional teacher training for vocational education teachers to enhance their instructional quality.
- c) Ensure levels of student's enrolment that reduce the high unit costs of vocational education subjects without compromising on the quality of delivery of such programs.

All three are tough challenges that are not easy to overcome given the evidence from the Nigeria case study and which leads the following fundamental questions about the introduction of vocational education at the secondary education level: really is the secondary school context the most appropriate place for specialized vocational education, or rather should a few schools be selected and adequately resourced to operate specialized vocational education programmes? Where are most graduates from specialized SSS likely to proceed to after their secondary education; polytechnics, university or readily absorbed into the labour market. On the issue of whether only some schools should offer vocational education the case study evidence suggested that certain schools with the following characteristics (e.g. high enrolment, with better facilities, located in urban setting, capable of attracting students with a stronger academic background etc.) are best places to offer certain vocational education subjects at reduced costs than those which possess less of these characteristics.

Although, the 1987 education reformers such as vocationalized secondary education as providing the opportunity for all students to select from a curriculum menu that caters for a

wide range of talents, in reality the wide disparities in school facilities and equipment and teacher supply meant that this goal was hardly attainable. Undoubtedly this must raise some questions about pursuing specialized vocational education at the secondary school level for all students when basic inputs for its effective organization and practice are severely limited.

Thus, for the vocational programs to be fully implemented, students as stakeholders have to be made aware of such programs and their importance; they must become interested in practical skills – oriented lectures, and cognitive skills at the same time. If the students are to become employable on graduation, they must appreciate learning with their hands. No effective vocational training can take place without the adequate provision of learning facilities (Puyate, 2004). Facilities needed include textbooks, classrooms, workshops, libraries, tools, equipment's and so on. No vocational program can be completed without adequate facilities. Hence, for skills training to be implemented effectively, enough training facilities have to be provided.

According to Olaitain (2007), teachers who are the major operators of educational systems or programs, are expected to effect and impart the needed knowledge to the trainee. This can only be effective if the teachers are in their right frame of mind. This needs stimulus such as providing them with the needed remuneration, incentives, allowances, promotion, etc. if government places much importance on vocational education programs, then 'the horse that muzzles the corn must not be neglected because the teacher is the centre of the implementation of any education program.

Funding and financing are two major factors facing the Nigerian nation. Much funds are directed to funding political events rather than to education. For the past few decades, the

Academic Staff Union of Nigerian University (ASUU) and the Nigerian Union of Teachers (NUT) have been at loggerheads over lack of funding for education from the federal Government/Academic Staff Union of Universities (FG/ASUU, 2001). "it is unfortunate that this trend has lingered for years. Most of the equipment's, tools, and workshops facilities are either broken down or damaged or dilapidated and are not replaced neither renovated" (Puyate,).

The government's attitude towards education is a very key factor in the effectiveness or otherwise of the education system. The process of provision and implementation of any national education program lies on the shoulders of the government. The Nigeria nation is rich, but has no clear plan or program for education in general and vocational education in particular. Thus for the education against this background of national aspirations, a new educational system commonly referred to as the '6-3-3-4' system of education emerged. Among other innovations, the system provided for pre-vocational and vocational curricular offerings at the junior and senior secondary schools respectively. For the first time in the history of education in Nigeria, vocational and technical education subjects were, as a matter of national policy, offered side-by-side, and hopefully, enjoy parity in esteem with the 'more academic' courses hitherto run by the secondary grammar schools under the old colonial-based system of education.

To this end, the national curriculum on Agriculture, Introductory Technology, Home Economics, business Studies (Junior Secondary School level), Agricultural Science, Clothing and Textile, Home Management, Food and Nutrition, Typewriting & Shorthand, Principles of Accounts, Commerce, Woodwork, Technical Drawing, Basic Electronics, and Auto-mechanics came into being in Nigerian secondary schools. As one of the innovations that

should distinguish the products of the new system from the old, school work was now based on these curricula in both private and public schools from 1982 driven by the government's directive that post-primary schools should be more comprehensive, which the National Policy on Education had earlier proposed in 1981. There is no doubt about the usefulness of these programs in secondary schools provided errors or specific weakness of the 'process' (if any) are identified, and remedial measures taken for improvement. There is the fear that, most research reports about the implemented curriculum favor the patronage of public schools, with little or no regard to private secondary schools.

Furthermore, in some earlier studies like *Relevance of Education, A Myth or Reality?* Taylor (1961), stated that as a result of the curriculum integration in the Nigerian New System of Education (NPE, 2004, Revised), Nigerian Students and Teachers were asked questions to determine their attitude to vocational/technical subjects as they affects their teaching and learning in a typical Nigerian technical School. From a more general perspective, Taylor (1961) also reported on students' expectation of their teachers in different kinds of school settings.

Teachers, according to the report, seem to work within a framework of expectations. They may respond to some of these expectations, and reject others. Kay (1971), argued that, the teacher's role must broaden in scope to parental functions if curriculum integration of teaching and learning is to become a reality. Kay (1971) stated that, the general outlay over the depreciating/falling standard of education in Nigeria and incessant poor performance of students in schools, calls for a proper and continual study of educational system in order to identify the constraints to the effective implementation of vocational education program and that we should tryout a variety of possible solutions to the problems that have resulted in this

malaise. Advocates of curriculum integration in the Nigerian New System of Education, for example, Adesina (1982), found element in the current situation in Nigerian schools which vindicate these problems, centering around the uncertainties of curriculum implementation. Ajakaiye 19910 states that, training for industrial occupations in vocational/technical schools is comparatively a recent phenomenon. Until the 19th Century, apprenticeships and informal training developed skills for most manual occupations, largely through associations with a master -often for years. In recent times, technological advances, analytical and communication skills were required in vocational education and training, as well as more theoretical knowledge.

Uyanya (1989) stated that, the most important thing that ever happened to Nigeria is the 181. National policy on education, which emphasizes the acquisition of vocational skill and self-reliance.

This trend helped make teachers, students, and the public in general, become increasingly aware of the need to develop skill to operate our various industries. According to Maduwesi (1985), the New Policy (6-3-3-4 education system) on education enables individual students to spend 6 years hi primary school, 3 years hi junior secondary school, 3 years in senior secondary school and 4 years in tertiary institution. Sower (1971) observe that vocational/technical education is a means towards industrialization of Nigeria.Olaitan (2006) defines vocation/technical education as that aspect of education which is a skill acquisition – oriented form of training, based on application of mathematics and scientific knowledge in specific field for self-actualization and development. Sower (1971) goes on to state that vocational/technical education is a social process, concerned primarily with people and their parts in doing work that society needs alone - which is concerned with preparing the people

for work and improving the work potential of the labour force. Now, the world drifts to science and technology to fit into the society in the nearest future, requiring an indispensable knowledge of vocation education.

Quality vocational education could play a vital role in equipping individuals with necessary intellectual capacity, skills and right type of work habit and attitude to be able to create jobs for the growth of the Nigeria economy. However, what is quite essential is the extent to which the vocational education programme can be implemented to realize these goals. The programme is confronted with a lot of challenges which brought a setback in the attainment of its objectives.

These challenges have not enable Nigerians to enjoy the benefits of this programme as expected. This limits the achievement of the Millennium Development Goals (MDGs) in Nigeria. Some of the challenges have been pointed out by eminent scholars such as Gana (2000), Aiyeduso (2004), Osuala (2010) and they includes:

- a) Poor funding by government and non-government organization.
- b) Poor or ineffective planning, supervision information and evaluation of the programme across the board.
- c) Inadequate teaching materials, equipment and infrastructural facilities.
- d) The challenges posed on globalization, information and communication technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.
- e) Inadequate qualified teachers and instructors as well as supporting staff at all level.

- f) Inadequate motivation for available teaching and non-teaching staff which affects staff efficiency, retention, creativity and initiative.
- g) Emphasis on theoretical knowledge rather than practical knowledge due to lack of vocational education centre.
- h) High level of corruption and very poor maintenance culture in the system.
- i) Poor enabling business environment, access to credit/loan, infrastructural decay, mass poverty, inflation, technological infraction, political instability and insecurity of lives and properties which hamper economic and business activities.

Despite the critical roles of vocational education in the development of society, it faces so many challenges especially in developing countries such as Nigeria. These challenges often inhabit the positive input status of vocational education towards the overall development of the society.

Vocational education can strive better in an economy that allows free enterprise, private ownership of the means of production and competition. Onmonya(2011). The development of vocational education in Nigeria has been faced with a lot of challenges which are: Inadequate fund: This is a major problem affecting the development of vocational education in Nigeria.

Entrepreneurs need money in order to establish and expand their businesses. Many of unemployed youths in Nigeria today are creative but they are incapacitated because they do not have enough fund to start a business that could make them self-reliant. The loan given to youths by the National Directorate of Employment (NDE) which was established by the Federal Government (1998) could not give enough loans to the teeming youths that applied

for the loan. In addition to this, many of the youths or entrepreneurs could not meet up with the requirements of lenders in terms of interest rates and collaterals. Chinonye (2010) submitted that some financial institution are not willing to give financial assistance to small-scale enterprises because of high mortality rate of the business and inability to produce viable business plans and guarantors for the business.

According to Chinonye (2010) the following factors militates against vocational and technical education in Nigeria:

Political Instability: this will not allow the entrepreneur to invest in the economy even if he has invested. He might fold up due to the prevailing hostile economic climate. Presence of inflation is an economic condition characterized by a general and continuous rise in the price level coupled with a fall in the value of money. This inflation is economically harmful to entrepreneur because of instable quoted market prices. Inadequacy of information. The collation and analysis of relatively dependable, reliable and authentic data that may facilitate and enhance forecasting and planning. It is pertinent that the entrepreneur may not be conscious of the existing forces of law of demand and supply that directly or indirectly affects consumer's behavior.

Capital: capital is relatively inadequate to finance entrepreneurial business transactions in Nigerian. The initial capital for the take-off, of the business may not be adequate or it may be non-existent. Apart from the challenges faced by entrepreneurs above, Chinonye (2010) listed ten other problems that entrepreneurs are confronted with. These are management incompetence, infrastructural constraints; inadequate and incompetent manpower; political instability; sociological and latitudinal influences; stringent government policies: poor implementation of government policies; competition

from foreign businesses; poor manpower training and development and personal problems.

2.7 Empirical Studies

The empirical studies of this research work centered and related to the present study of Hollenbeck (1987) in South Dakota and What Employers Say about Vocational Education in South Carolina (1986) in their research highlighted some gray areas which need to be mended in order to achieve a purposeful objective to deliver the expectations of employers. The areas highlighted include; Basic Skills, Communication image and Employability Skills. They also made a number of suggestions, which if looked at seriously can really contribute to vocational education programmes in Nigeria. The suggestions include:

- 1) More communication and closer collaboration between business/industry and vocational education institutions should be enhanced.
- 2) In order to improve its image, more and better publicity concerning vocational education should be put in place.
- 3) The teaching of basic academic skills such as reading, mathematics and writing should be integrated into vocational instructions.
- 4) Identification of an instruction in a common core of employability skills that are transferable across occupations including problem-solving and decision making skills and skills necessary for getting and keeping a job should be introduced.

- 5) In order to develop work maturity skills, more opportunities for supervised work experience that provide close articulation between in-school educational experience and on-the-job experience.
- 6) Emphasis on applied basis skills and employability skills in secondary programs and technical skills in post-secondary programmes should be inculcated.

Stanwick (2005) and Sherman (2006) investigated outcomes from various levels of vocational education and training and found out that the employment outcomes six months after training depend on the level of vocational education and training undertaken. They also considered initial outcomes by gender of Vocational Education and Training (VET) students. They found that males had a smoother transition of employment, obtaining better employment outcomes six months after training when compared with females. Smith and green (2005) conducted a follow-up survey of school students one to three years after they had left school. They found that participating in a school-based apprenticeship provides a clear pathway into apprenticeship or traineeships in a similar industry area.

Using the Longitudinal Survey of Australian Youth Data, Anlezark, Karmel and Ong (2006) found that school Vocational Education and Training programs provide a clear pathway for some students, particularly for boys studying in the areas of building and engineering. However, few girls appear to keep on with the Vocational Education and Training subjects taken at school. They also noted a mismatch between the Vocational Education and Training courses and programs which students undertook at school, and those which they studied after school. This leads to the question of whether school Vocational

Education and Training programs need to be better linked with the world of work and post-school study or, alternatively, should concentrate on providing a broad pre-vocational skills.

Lamb and Vickers (2006) further examined the issue of whether Vocational Education and Training programs within schools need to be aligned with those outside schools, and found that linked programs typically result in smoother transitions to work, particularly for students who do not further their education. By tracking young people, researchers are now able to conclude that vocational education and training assist the transition to work. However, the smoothness of this transition does not vary depending on students' demographics and the nature of the Vocational Education and Training program undertaken. Students undertaking JSS I and II may not. In the short term, attain the jobs they hoped for without further training. This is in agreement with Harris, Rainey and Sumner (2006) who stated that students who experience multiple pathways are generally not aware of the career development services (which are usually carried out at senior level of secondary school) available or do not think they need them.

Vocationalization of the African secondary school curriculum has had wide endorsement from Organizations such as UNESCO and from African governments. Education policy makers in developing countries often hope that the diversification of the secondary school curriculum would motivate changes in attitudes towards self-employment and further education, and even ease the transition to work. Vocationalization policy in Nigeria has had similar purpose. According to Baiden (1996) the broad purpose of technical, vocational education (Vocational Education) in Nigeria can be broken down into nine objectives; these are;

1. To expose pupils at the Basic Education Level to a range of practical activities in the vocational field in order to make them familiar with, and stimulate their interest in, vocational subjects and so give them equal opportunity to choose their future careers in either the technical or general field.
2. To equip students who have completed Basic Education with those occupational skills that will enable to enter into gainful employment in industry and commerce.
3. To equip students with the relevant productive and entrepreneurial skills that will prepare them for self-employment.
4. To provide trained human resources in science, technology and commerce, supply of skilled labour with demand.
5. To provide personnel with the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development while at the same time paying attention to environmental issues.
6. To give training and impart the necessary knowledge and skills to trained manpower leading to the provision of operatives, artisans, craftsmen, technicians and other middle-level technical personnel.
7. To enable the youths to have an intelligent understanding of the increasing complexity of science and technology through systematic exposure to modern technology.
8. To encourage the increased participation of women in education, training, and employment in the technical field.

9. To provide a sound foundation for further education for those students who may wish to continue their education later in the context of lifelong education.

2.8 Summary

This chapter reviewed some of the related studies concerning the field of results and examination of vocational and technical subjects in Kaduna State. In the conceptual framework, meaning of vocational education by several authorities, objectives of vocational subjects, potential of vocational and technical education, effect of traditional education in Nigeria and impact of vocational education on job creation were reviewed.

Also presenting the features of vocational education climate in Nigeria, performance assessment in secondary school vocational education and the constraints of vocational education in Nigeria, have been highlighted. Political instability, financial, handicap, inadequate personnel in vocational and technical education were also reviewed. The study also made an empirical study which reviewed research works related to the vocational and technical education in Kaduna State.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study analyzes the performance of students in vocational and technical subjects. This chapter describes and discusses the design and procedure for the study, the population and the sample used. A description is also made of the instrument for data collection. Also discussed in this chapter are the procedures for the administration of the instrument and statistical analysis.

3.2 Research Design

A survey method will be used for this study. This method involves gathering data about the target population from a selected sample and generalizing the findings obtained from the analysis of the sample to the entire population (Afolabi, 1993). This method was adopted because it enabled the researcher to discover relative incidences and distribution on the characteristics of the population. Besides, it facilitated the researcher to find out the use of motivation as a tool for improving employee's performance

3.3 Population of the Study

The populations of this study consist of 5244 students from 7 selected secondary schools in Kaduna state. This refer to the number of students that sat for NECO /SSCE from 2013-2017 in the seven selected schools under study.

Table 3.1: Summary of the Population of the Study

S/N	School	Subject	No of Students
1.	Government technical school Soba Zaria	Office practice wood work fine art	665
2.	Nigeria military school Zaria	Metal work technical drawing financial accounting	900
3.	Government technical school Kajuru Kaduna	Auto mechanics building construction store management	559
4.	Federal government college Kaduna	Technical drawing insurance store management	601
5.	Government technical school FadanChawai Kaduna	Salesmanship plumbing upholstery	697
6.	Federal technical college Kafancha Kaduna	Computer studies plumbing photography	800
7.	Demonstration secondary school ABU Zaria	Pipe fitting insurance GSM repair	752
Total		17	5,244

Source: ERCC Education Resources Centre 2017 & NABTEB (2017)

3.4 Sample and Sampling Techniques

From the total population of 5,244 students that sat for NECO/ SSCE June/July (2013-2017) in these schools, a sample of 357 students were used as sample using Krejcie and Morgan (1970) table of sampling technique. The sampled students of students in technical and performance of students in technical and vocational subjects in Kaduna state, Nigeria.

Table 3.2: Showing Summary of Sample of the Study.

S/N	School	Subject	Population	No of Students Sampled
1.	Government technical school Soba	Office practice	665	51
2.	Nigeria military school Zaria	Metal work	900	51
3.	Government technical school Kajuru	Building construction	559	51
4.	Federal government college Kaduna	Insurance	601	51
5.	Government technical school FadanChawai	Salesmanship	697	51
6.	Federal technical college Kafancha	Computer studies	800	51
7.	Demonstration secondary school Zaria	GSM repair	752	51
Total		17	5,244	357

3.5 Instrumentations

The instrument used is basically the summary of the results obtained in Technical and Vocational Subjects from the exams office in the seven selected schools in Kaduna state.

3.6 Method for Data Collection

The ethical form was accompanied by a letter to the Head of the selected schools. This was meant to introduce the researcher to the respondents and to state the purpose and significance of the study, besides the letter earned the cooperation of the staff in charge of exams office who are the custodians of examination results. In the administration of the instrument, the researcher with the help of the Heads of the

schools obtained the results of the students in Technical and Vocational subjects from 2013 -2017.

3.7 Procedure of Data Analysis

Available data was presented using tables simply constructed in rows and columns. The study made use of a number of statistical techniques to help in the organization, analysis and interpretation of the data. The statistical techniques are summarized as follows:

- a) Frequency counts and simple percentage were used to determine the response of the personal data asked. Tables were used to summarize the frequencies.
- b) The mean and frequencies were used to analyze the database on research questions.

CHAPTER FOUR DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The analysis is based on the results of students in NECO/SSCE from 2013-2017 in seven selected schools in Kaduna state, Kaduna.

4.2 Summary of Data Presentation and Analysis

Table 4.1: Table Showing Summary of NECO/ SSCE Results in Technical and Vocational Subjects from 2013-2017 in Government Technical Schools Soba Zaria.

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	130	15 (11.54%)	70 (53.8%)	45 (34.62%)
2014	133	20 (15.03%)	68 (51.11%)	45 (33.83%)
2015	136	19 (13.97%)	70 (51.47%)	47 (34.56%)
2016	130	21 (16.15%)	79 (60.77%)	30 (23.08%)
2017	136	25 (18.38%)	75 (55.1%)	36 (26.52%)

Source: Exam Office Government Technical School Soba.

Table 4.1 shows that in the year 2013, 130 students sat for NECO/ SSCE exams out of which 15 students representing 11.54% passed at credit level, the rest representing 70 students (53.8%) had a pass, and 45 students had to fail which represents 34.62%.

Table 4.1 shows that in year 2014, 133 students sat for NECO/ SSC Exams out of which (15.03%), 20 student representing (15.03%) passed at credit level the rest representing 68 students (51.1%) had a pass and 45 students fail which represent (33.83%).

Table 4.1 shows that in year 2015, 136 students sat for NECO/SSCE exams out of which 19 students representing (13.97%) passed at credit level, the rest representing 70 students (51.47%) had pass and 47 students fail which represent (34.56%).

Table 4.1 shows that in year 2016, 130 students sat for NECO/SSCE exams out of which 21 students representing (16.15%) passed at credit level, the rest representing 79 students (60.77%) pass and 30 students fail which represents (23.08%).

Table 4.1 shows that in the year 2017, 136 students sat for NECO/SSCE exams out of which 25 students representing (18.38%) passed at credit level, the rest representing 75 students (55.1%) had a pass and 36 students fail which represents (26.52%).

Table 4.2: Table of summary, NECO/ SSCE Result in Technical and Vocational Subject from Nigeria Military School (NMS) Zaria 2013-2017.

Years	No that Sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	200	46 (23%)	72 (36%)	82 (41%)
2014	160	50 (35.25%)	80 (50%)	30 (18.76%)
2015	180	60 (33.33%)	90 (50%)	30 (16.67%)
2016	180	54 (30%)	70 (38.89%)	56 (31.11%)
2017	180	59 (32.78%)	74 (41.11%)	47 (26.11%)

Source: Exam office Nigeria Military School Zaria the Explanation as table 4.2.1

Table 4.2 reveal year 2013 that, 200 students sat for NECO/SSCE exams out of which 46 students representing (23%) passed at credit level the rest representing 76 students (36%) had a pass and 82 students fail which represents (41%).

In the year 2014, table 4.2 shows that 160 students sat for NECO/SSCE exams out of which 50 students representing (31.25%) passed at credit level the rest representing 80 students (50%) had pass and 30 students fail which represents (18.76%).

In the year 2015, table 4.2 shows that 180 students sat for NECO/SSCE exams out of which 60 students representing (33.33%) passed at credit level the rest 90 students representing (50%) had pass and 30 students fail which represents (16.67%).

In the year 2016, table 4.2 shows that 180 students sat for NECO/SSCE exams out of which 54 students representing (30%) passed at credit level the rest 70 students representing (38.89%) and 56 students fail which represents (31.11%).

In the year 2017, table 4.2 shows that 180 students sat for NECO/SSCE exams out of which 59 students representing (32.78%) passed at credit level, the rest 74 students had a pass representing (41.11%) and 47 students fail which represents (26.11%).

Table 4.3: Table of summary, NECO/ SSCE result in Technical and Vocational Subjects form Government Technical School Kajuru 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	111	30 (27.03%)	70 (63.06%)	11 (9.91%)
2014	120	19 (15.83%)	59 (49.17%)	42 (35%)
2015	111	29 (26.13%)	55 (49.55%)	27 (24.32%)
2016	90	24 (26.67%)	41 (45.56%)	25 (27.78%)
2017	127	30 (23.62%)	70 (55.11%)	27 (21.26%)

Source: Exam Office Government Technical School Kajuru

Table 4.3 shows that in the year 2013, 111 students sat for NECO/SSCE exams out of which 30 students representing (27.03%) passed at credit level, the rest 70 students representing (63.06%) had pass and 11 students fail which represents (9.91%).

In the year 2014, table 4.3 shows that 120 students sat for NECO/SSCE exams out of which 19 students representing (15.83%) passed at credit level, the rest 59 students representing (49.17%) had pass and 42 students fail which represents (35%).

In the year 2015, table 4.3 shows that 111 students sat for NECO/SSCE exams out of which 29 students representing (26.13%) passed at credit level, the rest 55 students representing (49.55%) had pass and 27 students fail which represents (24.32%).

In the year 2016, table 4.3 shows that 90 students sat for NECO/SSCE exams out of which 24 students representing (26.67%) passed at credit level, the rest 41 students representing (45.56%) had pass and 25 students fail which represents (27.78%).

In the year 2017, table 4.3 shows that 127 students sat for NECO/SSCE exams out of which 30 students representing (23.62%) passed at credit level, the rest 70 students representing (55.11%) had pass and 27 students fail which represents (21.26%).

Table 4.4: Table of summary for NECO/ SSCE result in technical and vocational Subject from Federal Government College Kaduna 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	121	30 (24.79%)	58 (47.93%)	33 (27.27%)
2014	119	21 (17.65%)	62 (52.10%)	36 (30.25%)
2015	109	25 (22.94%)	81 (74.31%)	3 (2.75%)
2016	117	20 (17.09%)	20 (17.09%)	77 (65.81%)
2017	135	23 (17.04%)	40 (29.63%)	72 (53.33%)

Source: Exam office Federal Government College Kaduna

Table 4.4 shows that in the year 2013, 121 students sat for NECO/SSCE exams out of which 30 students representing (24.79%) passed at credit level, the rest 58 students representing (47.93%) had pass and 33 students fail which represents (27.27%).

In the year 2014, table 4.4 shows that 119 students sat for NECO/SSCE exams out of which 21 students representing (17.65%) passed at credit level, the rest 62 students representing (52.10%) had pass and 36 students fail which represents (30.25%).

In the year 2015, table 4.4 shows that 109 students sat for NECO/SSCE exams out of which 25 students representing (22.94%) passed at credit level, the rest 81 students representing (74.31%) had pass and 3 students fail which represents (2.75%).

In the year 2016, table 4.4 shows that 117 students sat for NECO/SSCE exams out of which 20 students representing (17.09%) passed at credit level, the rest 20 students representing (17.09%) had pass and 77 students fail which represents (61.81%).

In the year 2017, table 4.4 shows that 135 students sat for NECO/SSCE exams out of which 23 students representing (17.04%) passed at credit level, the rest 40 students representing (29.63%) had pass and 72 students fail which represents (53.33%).

Table 4.5: Table of Summary for NECO/ SSCE Result in Technical and Vocational Subject from Government Technical School FadanChawai, 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	193	59 (30.57%)	71 (36.79%)	63 (32.64%)
2014	201	66 (32.84%)	77 (38.31%)	58 (28.86%)
2015	222	70 (31.53%)	90 (40.54%)	62 (27.93%)
2016	147	50 (34.01%)	70 (47.62%)	27 (18.37%)
2017	204	38 (43.14%)	90 (44.12%)	26 (12.75%)

Source: Exam office Government Technical School FadanChawai

Table 4.5 shows that in the year 2013, 193 students sat for NECO/SSCE exams out of which 59 students representing (30.57%) passed at credit level, the rest 71 students representing (36.79%) had pass and 63 students fail which represents (32.64%).

In the year 2014, table 4.5 shows that 201 students sat for NECO/SSCE exams out of which 66 students representing (32.84%) passed at credit level the, rest 77 students representing (38.31%) had pass and 30 students fail which represents (28.86%).

In the year 2015, table 4.5 shows that 222 students sat for NECO/SSCE exams out of which 70 students representing (31.53%) passed at credit level the, rest 90 students representing (40.54%) had pass and 62 students fail which represents (27.93%).

In the year 2016, table 4.5 shows that 147 students sat for NECO/SSCE exams out of which 50 students representing (34.01%) passed at credit level, the rest 70 students representing (47.62%) had pass and 27 students fail which represents (18.37%).

In the year 2017, table 4.5 shows that 204 students sat for NECO/SSCE exams out of which 188 students representing (43.14%) passed at credit level, the rest 90 students representing (44.12%) had pass and 26 students fail which represents (12.75%).

Table 4.6: Table Showing Summary of Performance NECO/SSCE of Federal Technical College Kaffancha 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	222	46 (20.72)	77 (34.68%)	101 (45.50%)
2014	169	50 (29.59%)	59 (34.91%)	60 (35.50%)
2015	109	33 (30.28%)	49 (44.95%)	27 (24.77%)
2016	200	60 (30.0%)	77 (38.5%)	63 (31.5%)
2017	100	13 (13%)	47 (47%)	40 (40%)

Source: Exam office Federal Technical College Kafanchan

Table 4.6 shows that in the year 2013, 222 students sat for NECO/SSCE exams out of which 46 students representing (20.72%) passed at credit level, the rest 77 students representing (34.68%) had pass and 101 students fail which represents (45.50%).

In the year 2014, table 4.6 shows that 169 students sat for NECO/SSCE exams out of which 50 students representing (29.59%) passed at credit level, the rest 59 students representing (34.91%) had pass and 60 students fail which represents (35.50%).

In the year 2015, table 4.6 shows that 109 students sat for NECO/SSCE exams out of which 33 students representing (30.28%) passed at credit level, the rest 49 students representing (49.95%) had pass and 27 students fail which represents (24.77%).

In the year 2016, table 4.6 shows that 200 students sat for NECO/SSCE exams out of which 60 students representing (30.0%) passed at credit level, the rest 77 students representing (38.5%) had pass and 63 students fail which represents (31.5%).

In the year 2017, table 4.6 shows that 100 students sat for NECO/SSCE exams out of which 13 students representing (13%) passed at credit level, the rest 47 students representing (47%) had pass and 40 students fail which represents (40%).

Table 4.7: Table Showing Summary of Performance NECO/SSCE of Demonstration Secondary School Zaria 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	160	40 (25%)	70 (43%)	50 (31.25%)
2014	151	60 (39.74%)	80 (52.98%)	11 (7.28%)
2015	140	54 (38.57%)	60 (42.86%)	34 (24.29%)
2016	177	77 (43.50%)	68 (38.42%)	32 (18.08%)
2017	124	47 (37.90%)	55 (44.35%)	22 (17.74%)

Source: Exam office Demonstration Secondary School Zaria

Table 4.2.7 shows that in the year 2013, 160 students sat for NECO/SSCE exams out of which 40 students representing (25%) passed at credit level, the rest 70 students representing (43.75%) had pass and 50 students fail which represents (31.25%).

In the year 2014, table 4.7 shows that 151 students sat for NECO/SSCE exams out of which 60 students representing (39.74%) passed at credit level, the rest 80 students representing (52.98%) had pass and 11 students fail which represents (7.28%).

In the year 2015, table 4.7 shows that 140 students sat for NECO/SSCE exams out of which 54 students representing (38.57%) passed at credit level, the rest 60 students representing (42.86%) had pass and 34 students fail which represents (24.29%).

In the year 2016, table 4.7 shows that 177 students sat for NECO/SSCE exams out of which 77 students representing (43.50%) passed at credit level, the rest 68 students representing (38.42%) had pass and 32 students fail which represents (18.08%).

In the year 2017, table 4.7 shows that 124 students sat for NECO/SSCE exams out of which 47 students representing (37.90%) passed at credit level, the rest 55 students representing (44.35%) had pass and 22 students fail which represents (17.74%).

4.3 Findings Obtained from Interview Schedule

The interview indicates that the teacher's language of instruction, the insufficient number of teachers, unqualified teachers, and insufficient time for instruction and lack of the use of incentives by teachers are all factors that militate against the performance of students in Technical and Vocational Education in the seven selected schools.

4.4 Discussion of Findings

1. The analysis indicates that the performance of students in the NECO examinations for five years running, that is 2013-2017, showed that many of the students could not pass the subject at credit level. Several factors have been identified to be responsible for this development. Some of these factors are inadequacy of drawing facilities, teacher factor and the background of the students. This is attributed to inadequacy in teaching and learning of technical and vocational education as a result of poor funding's as well as inadequate human resources required to effectively impart knowledge. This is in conformity with the views of Fagbemi (1997), which assessed the adequacy or otherwise of workshops for the teaching of Introductory Technology in Kaduna

State Secondary Schools discovered a gross inadequacy of workshop facilities - tools and equipment, as well as personnel. Furthermore, the study by Manabete (2004), which aimed to find out the causative factors of electrical power failure and its impact on electrical and electronic students of tertiary institutions in Kaduna state, discovered that incessant power outages led to poor academic performances. The situation today in most science and engineering based subjects is worrisome in that there has been a dearth of teachers (the quality of the teachers), text books and instructional materials, among others (Nwachukwu, 1995). Nwachukwu's work showed that schools experienced poor quality of teachers because a great majority of them never attended any workshop, seminar or refresher course. The roles of the teacher however, are those of planner of learning - facilitator, instructor and counselor (Lasa, 1995). The teacher must be academically sound and professionally qualified (Abiodun, 1995).

Consequently, it is of vital importance for the teacher to be a role model as the way students perceive him/her can affect the quality and quantity of learning (Abiodun, 1995).

2. The study found that the teacher's language of instruction, the insufficient number of teachers, unqualified teachers, and insufficient time for instruction and lack of the use of incentives by teachers are all factors that militate against the performance of students in Technical and Vocational Education. This finding agrees partly with the works of Edem(1982), Eyibe (1987), Anni (1991), Nwachukwu (1995), Ukwugwu (1997) and Jen (2002), and disagrees

partly with the works of the same authors in which teachers' teaching method, knowledge of subject matter, commitment to duty and skills at improvisation, are not factors that militate against the performance of students. Lack of essential drawing instruments and drawing studios and class overcrowding have been found to be factors that militate against the performance of students in Technical and Vocational study. Lack of relevant textbooks, lack of power supply and constant power outages have been found to be potential factor that affect the performance of students. This finding is supported by the works of Nwachukwu(1995) who argued that schools in Nigeria are plagued by the dearth of relevant textbooks and teachers. Fagbemi's (1997) work which found inadequate workshops and other facilities for teaching Introductory Technology in Kaduna State secondary schools agrees with the findings of this study. Similarly, as Ayeduso (2001) argued, inadequate workshop facilities and insufficient hand tools and materials affect students' performance in various subjects to a large extent. Manabete's (2004) work which found incessant power outages as a factor that affected the performance of Electrical and Electronic students in tertiary institutions in Adamawa State has also supported the finding of this study.

3. This study has serious implications for education in Nigeria, particularly engineering and technology education. First, Technical and Engineering Drawing being a core engineering subject, must be viewed, understood and appreciated by students, educationists and government. A successful performance in the subject by students opens the way for the students to

explore a wide variety of careers in engineering, Technical and Vocational Education (TVE). Similarly, a successful career in engineering and Technical and Vocational Education TVE should warrant the candidates making useful contribution to society in areas like water supply, modern methods of farming and the design of engineering systems. However, students' career choices in engineering and technology, arising from their good performance in Technical and Engineering Drawing are impossible without the necessary environment. In other words, drawing studios and other drawing facilities need to be provided in schools and colleges in Nigeria. Teachers need to be trained and retrained to update their knowledge. Electrical power needs to be provided to enable students undertake functional studies. This entails that government and all stakeholders in education must have their hands on deck, to contribute meaningfully towards students' performance in technical and engineering and Technical and Vocational Education TVE. This way, the students, after graduation from school or college, will be able to engage in useful and rewarding ventures so as to make useful contribution to society.

4. Classroom Ecology: The classroom is the part of the entire school climate. The classroom ecology describes the teaching and learning room in every school setting. To the teacher it is the most sensitive place where the intention of the education plans are tabled down to this micro level.

This is the predicting position of the education success or failure (Galton 2010, Burke, Oats, Ringles, Fichter&Delgaudio 2011; Anderson, et al. 2004).

The importance of the teachers activities in the classroom was equally recognize by FGN (2004) that, on nation rises or will rise above the level of its education, this involves the both the structures, contents and pedagogies of teaching, as no education system can progress beyond the equality of its teachers the classroom is the laboratory of educationist and indeed sociologists of education effort to make a good classroom depend on; teacher's pedagogical competency, student's readiness to learn, school authority's wiliness to provide all teaching and learning requirement duty (Anuforo 2007) the classroom did not stand appear in vacuum, it come about myriad of (physical, psychological and social phenomenal) which are akin to the teacher and school success.

In the studies of Ellison, Et al 2000), in understanding classroom ecologicalfactors, some variables were identified as (social and psychological relationship or interaction, technical pedagogical aspects of instructional delivery, physical and organization routine of classroom, this discipline and management, seating arrangement perception and expectations) (Singal, et al 2011; Burke, et al 2011 Fint& Gerber 2005 FME. 2007).Social and psychological relationship of teaching and learning is an interaction that involves teacher and student's relationship involvingteaching and learning contents and materials in the classroom and beyond (Aggarwal, 2006).

Teacher's personality is the combination of his or her ability to teach effectively (academic quality) and make a valued fair judgment within the contents of what is being thought and beyond (Farrant 2004 Anuforo 2007) student's friendliness

should improve academic confidence and integrate parents into school relationship (Azetta et al 2009 Aluede 2011 Al Fassi 2004).

School facilities are to be at student's disposal when needed (Singal, et al 2011 Fassi 2003). Classroom interaction should be seen to favor all academic activities of students, quality of instruction [by teacher] and monitoring of students' progress (Ream&Rumberger 2008 Erickson &Mc Donald 2009).

The ability of the school [teacher and authority] student to interact base on standard state norms promote positive schooling atmosphere of indiscipline(Lingard, et al 2003; National School Climate Council (NSCC), 2007).

A well cultured classroom must be disciplined and above all the teacher voice actions, gesture are toward the maintenance of social rules embodied in the classroom. This compliment together, but in personality building, perception on students and general expectation from school and students' academic activities. This has direct impact on the classroom ecology (Anderson, et al 2004) Cohen, et al 2009). Positive classroom ecology can keep student in school and improve accommodative managerial policies, while negative aspects of school can make the students uncomfortable.

5. School Physical Plants:Thiscaptures school appearance [paint, color, decorations and attraction] and school physical plants (school building, location, and safety) and environmental safety (Adesina 2011). School building and environment should plants with protective majors for risk management, propose adequate budget for combating social risk and enhancing access to education and improve retention strategies (NSCC, 2007; Raywid 2001; et al 2003).

The school plants are expected to be for conformability as an essential factor with importance features; toilet facilities for teachers and students, good classroom structures that are strong and safe, types of building fitting must be humanly favorable. While planning to have school the distance, location, means of transportation should be considered.

There is a relationship between good school plant and academic achievement, which is tied to be classroom, location of school and its safety to student. Research indicated that a pleasant teachers working atmosphere and students learning environment is obvious to enhance social security and environmental safety, which is important in the assessment of school climates (Dovos. Dupriez, Paguay, 2012; Oluwadare& Julius, 2011).

6. Administrative Organization in School: School is an administrative system, a bureaucratic organization, which leadership style and decision making always remain a focal point of discussion between teachers and students of a particular school (Macionis, 2012 Carpenter, 2011 CharlandAluede 2011). Leadership style affects school climate (dealing with both the seen and unseen governing rules and regulations). In referring to the written and unwritten socially constructed norms ways of behavior, this has effect on teaching job; in terms of commitment and discipline in the school environment. A rigid administrative organization causes fear in students, lateness absenteeism. School leadership affects school climate, culture and classroom positive or negative ecology (Nwagwu, 2008 Ananga 2011; Smith 2010; Gregory, Cornell & Fan 2011).

7. School Culture: The school culture (belief, values, tradition patterns of behaviors', climate, environment, the way we do things) designates the organizational norm and beliefs as parts of school social milieu with either directly or indirectly influence teachers and student.

School culture involve believers, they are socially structured with the features of do's and don'ts (rules and regulations are within the school settings. It is an ideological assumption, and values of the social unit (school). The school culture silently dictates its social rules to individual; administrator, teachers, parents and students (Ellison, Boykin, Towns & Stocks 2000; Doves, 2012 char land. 2012). This in summary can be seen to be school ways of activities and it will be routine affair that must be maintained with the passage of time (Mcgrath & Noble 2010; Loukas. 2007; Daramola 2002; Ellison, et al 2000; Al Fassi, 2004). School climate academic cultured environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study examine the performance of students in Vocational and Technical Subjects in Kaduna State, the total population of 5,244 students, comprises of males and females who sat for NECO in these schools from 2013-2017 were used as sample size in order to use their result in Technical and Vocational Subjects to determine their performance in Technical and Vocational Subjects. The descriptive survey-was used as the research design, while the frequency and simple percentage were used to analyze primary data. The analysis indicates that the performance of students in the NECO examinations for five years running, that is 2013- 2017, showed that many of the students could not pass the subjects at credit level. Several factors have been identified to be responsible for this development. Some of these factors are inadequacy of drawing facilities, teacher's factors, and the background of the students.

The study found that the teacher's language of instruction, the insufficient number of teachers, unqualified teachers and insufficient time for instruction and lack of the use of incentives by teachers are all factors that militate against the performance of students in Technical and Vocational education.

5.2 Conclusions

Technical and Vocational Education is important in the promotion of technology in any nation. Student's performance in the subject is expected to lead to effective career choice in salesmanship, GSM repairs, computer study, metal work, insurance, office practice. An examination of the performance of students in the

NECO/SSCE examinations for five years running that is 2013-2017, showed that many of the students could not pass the subject at credit level. As a result of the following conclusion made by the researcher on the basis of its finding:-

1. How well do students perform in computer study, metal work, insurance, salesmanship, GSM repairs, building construction and office practice in Kaduna state.
2. How well do students perform in metal work, office practice, insurance, computer study, building construction, salesmanship, GSM repair in Kaduna state.
3. What is the perception of teachers towards the performance of their students in computer study, salesmanship, office practice, metal work, insurance in Kaduna state.
4. What are the constraint militating against the performance of students in computer study, building construction, salesmanship, insurance, office practice, GSM repairs in Kaduna state.
5. How could challenges militating against the performance of students in insurance, GSM repairs, office practices, metal work is overcome.

5.3 Recommendations

On the basis of this research finding and conclusion, the following recommendations are proposed.

1. Adequate infrastructure should be provided to schools and schools should be properly equipped for effective teaching and learning;
2. Instructional materials for the teaching of Technical and Vocational related subjects should be provided;
3. Adequate enlightenment campaigns should be carried out in society generally vocational education;
4. Teachers should be well, remunerated. Their salaries should be increased, and be paid on time;
5. Government should develop a soft loan scheme that enable proprietor of Vocational and Technical schools to fund and provide facilities and infrastructure. Such loans should be monitored by government to ensure that the monies are invested for the purpose for which it was granted; and
6. Parents and teachers should encourage students or wards to develop a positive attitude towards science; curriculum should be planned such that the graduated will find it easier to get into higher institutions in their specialist areas.

5.4 Suggestions for Further Studies

The analysis of student's performance on vocational and technical subject in NECO is just an aspect to a whole lots factors militating against the performance of students in most study area and subjects.

For this reason it is suggested by the researcher that further research should be carried out in the following topics for more generalized results.

- 1) Perceptions of teacher towards the performance of their students in technical and vocational subject.
- 2) The constraint militating against the performance of student in vocational and technical subjects.
- 3) The influence of School culture/ School physical plant in the performance of students in Vocational and Technical Subjects.
- 4) Administrative organization in school/ classroom ecology as an influence in student performance on Vocational and Technical Subjects.

5.5 Contributions to Knowledge

Vocational and technical education have been discovered to be essential in our everyday life, thus providing the recipients with the basic knowledge and practical skills world of work as employees or self-employed, the following contribution was drawn by the researcher in the course of carrying out this research work.

- 1) It will help in exposing the general public to the development of positive attitude towards vocational/ technical subjects and its importance to the society.
- 2) It will assist the government, parents, teacher and society at large to understand the problems facing vocational and technical subjects.
- 3) Its serve as a good reference materials as well as a spring board to undertake further research.
- 4) Serve as a frame- work to other who may be conducting research on similar topics or others who may be conducting other work on any problem that may emanate as a result of research to this work.

- 5) It will assist in drawing the attention of both the teachers and ministry of education to problem and their solution.

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APPENDIX

Table 3.1: Summary of the Population of the Study

S/N	School	Subject	No of Students
1.	Government Technical School Soba Zaria	Office practice wood work fine art	665
2.	Nigeria Military School Zaria	Metal work technical drawing financial accounting	900
3.	Government Technical School Kajuru Kaduna	Auto mechanics building construction store management	559
4.	Federal Government College Kaduna	Technical drawing insurance store management	601
5.	Government Technical School FadanChawai Kaduna	Salesmanship plumbing upholstery	697
6.	Federal Technical College Kafancha Kaduna	Computer studies plumbing photography	800
7.	Demonstration Secondary School ABU Zaria	Pipe fitting insurance GSM repair	752
	Total	17	5,244

Table 3.2: Showing Summary of Sample of the Study.

S/N	School	Subject	Total Population	No of Students Sampled
1.	Government Technical School Soba	Office practice	665	51
2.	Nigeria Military School Zaria	Metal work	900	51
3.	Government Technical School Kajuru	Building construction	559	51
4.	Federal Government College Kaduna	Insurance	601	51
5.	Government Technical School FadanChawai	Salesmanship	697	51
6.	Federal Technical College Kafancha	Computer studies	800	51
7.	Demonstration Secondary School Zaria	GSM repair	752	51
	Total	17	5,244	357

Table 4.2.1: Table showing summary of NECO/ SSCE results in Technical and Vocational subjects from 2013-2017 in Government Technical school Soba Zaria.

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	130	15 (11.54%)	70 (53.8%)	45 (34.62%)
2014	133	20 (15.03%)	68 (51.11%)	45 (33.83%)

2015	136	19 (13.97%)	70 (51.47%)	47 (34.56%)
2016	130	21 (16.15%)	79 (60.77%)	30 (23.08%)
2017	136	25 (18.38%)	75 (55.1%)	36 (26.52%)

Table 4.2.2: Table of summary, NECO/ SSCE Result in Technical and Vocational Subject from Nigeria Military School (NMS) Zaria 2013-2017

Years	No that Sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	200	46 (23%)	72 (36%)	82 (41%)
2014	160	50 (35.25%)	80 (50%)	30 (18.76%)
2015	180	60 (33.33%)	90 (50%)	30 (16.67%)
2016	180	54 (30%)	70 (38.89%)	56 (31.11%)
2017	180	59 (32.78%)	74 (41.11%)	47 (26.11%)

Table 4.2.3: Table of summary, NECO/ SSCE result in Technical and Vocational Subjects from Government Technical School Kajuru 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	111	30 (27.03%)	70 (63.06%)	11 (9.91%)
2014	120	19 (15.83%)	59 (49.17%)	42 (35%)
2015	111	29 (26.13%)	55 (49.55%)	27 (24.32%)
2016	90	24 (26.67%)	41 (45.56%)	25 (27.78%)
2017	127	30 (23.62%)	70 (55.11%)	27 (21.26%)

Table 4.2.4: Table of summary for NECO/ SSCE result in Technical and Vocational Subject from Federal Government College Kaduna 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	121	30 (24.79%)	58 (47.93%)	33 (27.27%)
2014	119	21 (17.65%)	62 (52.10%)	36 (30.25%)
2015	109	25 (22.94%)	81 (74.31%)	3 (2.75%)
2016	117	20 (17.09%)	20 (17.09%)	77 (65.81%)
2017	135	23 (17.04%)	40 (29.63%)	72 (53.33%)

Table 4.2.5 Table of summary for NECO/SSCE result in Technical and Vocational Subject from Government Technical School FadanChawai 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	193	59 (30.57%)	71 (36.79%)	63 (32.64%)
2014	201	66 (32.84%)	77 (38.31%)	58 (28.86%)
2015	222	70 (31.53%)	90 (40.54%)	62 (27.93%)
2016	147	50 (34.01%)	70 (47.62%)	27 (18.37%)
2017	204	38 (43.14%)	90 (44.12%)	26 (12.75%)

Table 4.2.6 Table of summary for NECO/SSCE result in Technical and Vocational Subject from Federal Technical College Kaffancha 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	222	46 (20.72)	77 (34.68%)	101 (45.50%)
2014	169	50 (29.59%)	59 (34.91%)	60 (35.50%)
2015	109	33 (30.28%)	49 (44.95%)	27 (24.77%)
2016	200	60 (30.0%)	77 (38.5%)	63 (31.5%)
2017	100	13 (13%)	47 (47%)	40 (40%)

Table 4.2.7 Table of summary for NECO/SSCE result in Technical and Vocational Subject from Demonstration Secondary School Zaria 2013-2017

Years	No that sat for Exam	No that Passed at Credit Level	No with Pass	No that Failed
2013	160	40 (25%)	70 (43%)	50 (31.25%)
2014	151	60 (39.74%)	80 (52.98%)	11 (7.28%)
2015	140	54 (38.57%)	60 (42.86%)	34 (24.29%)
2016	177	77 (43.50)	68 (38.42%)	32 (18.08%)
2017	124	47 (37.90%)	55 (44.35%)	22 (17.74%)