

FACTORS INFLUENCING THE IMPLEMENTATION OF VOCATIONAL EDUCATION PROGRAMMES IN KWARA STATE COLLEGES OF EDUCATION, NIGERIA

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Abstract

The problem of unemployment among secondary school leavers would be reduced if there are quality vocational education programmes to prepare competent teachers and inculcate vocational skills in school leavers. This study examined factors influencing implementation of vocational education programmes in Kwara State Colleges of Education, Nigeria. Four research questions guided the study. The study adopted survey research design. The population composed all vocational education students in Kwara State Colleges of Education, Nigeria. Three hundred and forty (340) vocational education students were randomly selected for the study. Researcher designed questionnaire was the instrument for the study. The instrument was validated by five (5) experts in vocational education. Data were analyzed using descriptive statistics. The findings revealed improper use of funds from government for vocational education programmes, shortage of qualified vocational educators, lack of facilities and poor perception of vocational education by students and parents are major factors influencing effective implementation of vocational education in Kwara State Colleges of Education. Recommendations include proper utilization of funds for vocational education programmes, regular trainings of manpower in vocational education, provision of well-equipped facilities for implementation of practical work and intensification of awareness on the benefit of vocational education programmes among others.

Key Words: Factors, Influence, Implementation, Vocational Education, Colleges of Education

Introduction

The high rate of youth unemployment in Nigeria in spite of the rising need for skilled men and women (Yang, 2008) has become a source of serious concern for parents and stakeholders in recent time. Government has since then been using education to address the problem of unemployment among the teeming youths in Nigeria. This is because government sees education as an instrument for national development as well as a tool for maximizing the creative potentials and skills of the individual for self-fulfillment and general development of the society (Federal Republic of Nigeria (FRN, 2014). Education has remained a systematic process through which an individual or an adult acquires knowledge, experience, skills and sound attitude. It makes an individual civilized, refined, cultured and educated (Ikegbusi, 2013). Education is also perceived as a major force in the economic, intellectual, social and cultural empowerment. Adesina (2015) stressed that education has the capacity to bring about character and attitudinal change, as well as restructure capabilities for desired development. A very important branch of education that helps to restructure capabilities into saleable skills for betterment of an individual and the society through provision of necessary knowledge and skills for employment is vocational education (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2012).

Vocational and technical education has been defined by Makusidi (2016) as a field of specialization that helps individuals in the acquisition of skills, trades and occupations to improve standard of living. It is a form of specialized education for the world of work or occupational positions in semi-skilled and skilled areas (Akaninwor, 2005). Vocational education at the secondary level is the type of education that prepares individuals for the craft certificates. Banjoko (2004) stressed that skill is a major distinguishing aspect of vocational education which makes it outstanding and different from the liberal arts. Vocational education courses foster creativity which enables individuals to find new solutions, to see things in a different

perspective and to generate and evaluate new ideas. Owing to the enormous benefits that could be derived in the adoption of vocational and technical education in a nation, the government has decided to employ it as a means of addressing the myriads of issues bedeviling the youths and the nation at large (Nuru, 2007).

The need to address the issues of unemployment, produce goods for international trade to boost foreign exchange, develop technologically, and reduce dependence on crude oil, has led the government to introduce vocational and technical education skills areas as trade subjects at secondary schools as well as increase the vocational options in technical schools to provide an arrays of vocational and technical options for youths to make them self-reliant, wealth creators and providers of employment (FRN, 2013). The Federal Government of Nigeria (FGN) had also embraced vocational education as a reform in our educational system to reduce unemployment, crime rates among the youths and enhances self-reliance through practical acquisition of knowledge, skills and attitude in the world of work. The attainment of the above intentions by government can only be possible if the teachers teaching vocational and technical subjects at secondary school level are well trained and equipped with vocational and technical skills at the teacher training institutions. These teacher training institutions are Colleges of Education and Faculties of Education in the Universities. This implies that the need to inculcate vocational skills for employment generation into youths also come with the need to train vocational and technical teachers who are to impart vocational and technical knowledge, skills and attitude into youths in all vocational and technical areas. Hence, the reason why the Federal Government of Nigeria introduced vocational and technical education courses into Colleges of Education curriculum for the preparation of technical and vocational education teachers (Ekpeyong, 2011).

College of Education is a tertiary education given after secondary education. They are more or less the third tiers of educational institutions in Nigeria. Colleges of Education are institutions established primarily to train students to become professional teachers to teach at Basic level of Education in Nigeria (National Commission for Colleges of Education (NCCE), 2010). Colleges of Education run teacher education programme in many disciplines which could be arts, sciences, humanities and even technical education. Colleges of Education Technical focus mainly on technical and vocational areas. The broad goal of establishing colleges of education in Nigeria according to (NCCE , 2012) are to contribute significantly to meeting in numerical terms the recurrent and expanding needs of a highly motivated, conscientious and efficient classroom teachers for primary and secondary levels of education; to epitomize a strong tradition of excellence in teaching functional or job oriented research activities, scholarship, institutional organization and management, and community related services; and to impart in its students the occupational knowledge and skills needed for the teaching of technology relevant to the Nigerian economy as well as develop the capacities for national self-management. Thus, from the general goals of colleges of education, recognition was given to the place of technology education teachers which are vocational and technical education teachers.

Therefore, the major aim of vocational and technical education at the Colleges of Education level according NCCE (2008), is to produce qualified technical trade teachers and practitioners of technology capable of teaching introductory technology (Basic Technology) in junior secondary schools and to produce Nigeria Certificate of Education (NCE), (Technical) trade teachers who will be able to ‘inculcate scientific and technological attitudes and values into the society. With these objectives, vocational and technical education in Colleges of Education have focused on producing technical trade teacher with adequate practical skills which will in turn inculcate these skills into the learners (Moja, 2000).

The reform in our educational system requires training of vocational and technical teachers who will implement goals of infusing the vocational education courses or trade subjects into Nigerian educational system (FRN, 2013). These courses were intended to empower the students for skill acquisitions. For Nigeria to excel technologically, there is the need for the effective preparation of teachers of Vocational and Technical Education programmes in Colleges of Education because the business environment is changing at a very fast pace with regard to the world of work. This demands new skills for proper adaptation of youths to the business world. Nigerian youths require the skill needs of the 21st century in job and market. There is

need for a rethink and change of their negative mindset to blue collar job and re-orientate them to embrace vocational and technical skills acquisition for the improved socio-economic development of the country.

However, since the infusion of these trade subjects, there seem to be no different in the attitude of youths towards vocational and technical skill acquisition. More worrisome is the high rate of school drop-outs that occur at the basic or post basic level of education without saleable skills that could get them gainfully employed in the society. In an attempt to ameliorate this problem that spur the Federal Government through the Ministry of Education and Nigeria Educational Research and Development Council (NERDC) to integrate Vocational and Technical Education subjects as trade subjects in the curriculum of secondary schools and make it mandatory that every student must do at least one trade subject as part of the five-core compulsory cross-cutting subject as a condition for graduation from secondary schools (NERDC, 2008).

However, since the introduction of these trade subjects in 2011 and the graduation of the first set since 2014, the extent to which teachers have been able to inculcate vocational and technical skills into students through these trade subjects seems undetermined. This is because the impact of the graduands who offered these trade subjects have not been felt in the society as most of them still roam the streets doing menial jobs if they are unable to get admission into higher institutions. All these shortcomings might be due to the theoretical nature with which these vocational and technical or trade subjects are being taught at the secondary school. While this could also be attributed to the institutions that produce these technical and vocational or trade teacher. The actualization of the laudable goals of vocational and technical education at Colleges of Education depends on the quantity, quality, and calibre of the staff the Colleges are able to employ, train, develop and maintain. It also depends on the facilities, equipment and other resources available at their disposal.

However, the extent to which Colleges of Education in Nigeria have been able to train required personnel and facilities for vocational and technical education at that level is a source of worry for stakeholders in education. This is because most of the secondary school graduands are still without saleable skills and many are not willing to enter vocational fields despite the high rate of unemployment that they know exists in the society. This may be attributed to the inability of vocational and technical education teachers to instill vocational interest in them at the upper basic level. This may in turn be a as a result of low qualities of teachers which could also be traced back to the training institutions that produced them, that is, College of Education.

Therefore, this inability of Colleges of Education and NCCE to meet its objectives suggests challenges in the execution of technical vocational education and training and impart of the necessary skills leading to the production of technical trade teachers and other skilled personnel who will be enterprising and self-reliant. Hence, the need to examine the factors or challenges that could be influencing the implementation of Vocational and Technical Education programmes in Colleges of Education in Nigeria with Kwara state as a reference point with the view of bringing them to limelight for proper attention or improvement.

Purpose of the Study

The main purpose of this study was to examine the factors influencing implementation of Vocational and Technical Education programmes in Kwara State Colleges of Education in Nigeria. Specifically, the study sought to:

1. examine the administrative factors influencing implementation of vocational education in Kwara State Colleges of Education
2. identify the personnel factors influencing implementation of vocational education in Kwara State Colleges of Education
3. ascertain the infrastructural factors influencing implementation of vocational education in Kwara State Colleges of Education and;
4. find out the students' factors influencing implementation of vocational education in Kwara State Colleges of Education.

Research Questions

The following research questions were raised and answered in this study:

1. what are the administrative factors influencing implementation of vocational education in Kwara State Colleges of Education?
2. what are the personnel factors influencing implementation of vocational education in Kwara State Colleges of Education?
3. what are the infrastructural factors influencing implementation of vocational education in Kwara State Colleges of Education?
4. what are the students' factors influencing implementations of vocational education in Kwara State Colleges of Education?

Methodology

The descriptive survey research method was adopted for the study because the study investigated factors influencing teaching of Vocational and Technical Education in Kwara State Colleges of Education, Nigeria using the opinion of the sample population to generalize to the entire population. The populations for the study were all lecturers and students of Vocational and Technical Education programmes in all private and public Colleges of Education in Kwara State. Multistage sampling technique was adopted in arriving at the respondents for the study. Purposive sampling technique was adopted in selecting all the three public Colleges of Education in Kwara state since they all offer at least one of the Vocational and Technical Education courses. While one private College of Education that offers one of the vocational and technical education courses was also included in the study, thereby making a total sample of three (3) public and one (1) private Colleges of Education in Kwara State for the study. Finally, simple random sampling technique was adopted in selecting ten (10) Vocational and Technical Education lecturers from each institution giving a total of forty (40) lecturers while seventy-five (75) Vocational Education students were randomly sampled from different departments in the School of Vocational and Technical Education in all the sampled institutions, thereby giving us 300 sampled students and a total of 340 sampled respondents.

The instrument used for this study was a researcher designed questionnaire entitled "Factors Influencing Implementation of Vocational Education in Kwara State Colleges of Education Questionnaire" which was developed based on critical review of literature and tailored after research questions. It was divided into two sections; Section A contained personal data of respondents and Section B contained descriptive statements designed to elicit responses about variables under study. Respondents were to state if they Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The instrument was validated by five (5) experts. Three (3) experts, one each from Departments of Educational Technology, Educational Management and Science Education of Faculty of Education, University of Ilorin and two (2) experts from Schools of Vocational and Technical Education, Kwara State College of Education, Ilorin and Oro and necessary corrections and modifications were affected before use. The reliability of the instrument was ensured by trial testing 20 copies of the instrument in a College of Education aside from the four Colleges of Education that participated in the study. The reliability of the instrument was calculated using Cronbach Alpha reliability coefficient and a reliability coefficient of 0.83 was obtained. The questionnaire was administered using (3) three trained research assistants and it was collected on the spot thus ensuring 100% return rate of the research instrument. The data collected from the questionnaire were analyzed using descriptive statistics of frequency, percentages, mean and Standard Deviation. In making decision, any mean value that is equal to or more than 2.50 was adjudged to be acceptable or positive response while any mean value of less than 2.50 was considered unacceptable or negative response.

Results

The results of the study were presented in the order in which the research questions were raised as follows:

Research Question One: What are the administrative factors influencing implementation of vocational education in Kwara State Colleges of Education?

Table 1: Mean Score on Administrative Factors Influencing Implementation of Vocational Education Programmes in Kwara State Colleges of Education

S/N	Statements	$\bar{X}$	SD	Decision
1	Inadequate supervision and monitoring of vocational education programme	3.07	0.95	Accept
2	Inadequate motivation for vocational education staff	2.87	0.91	Accept
3	Poor coordination of SIWES programme between institutions and industries	2.98	1.17	Accept
4	Improper use of funds budgeted for vocational education programme	3.01	0.98	Accept
5	Poor implementation of NCCE policies on vocational education	2.89	1.00	Accept
6	College administrator's apathy and poor knowledge of the demands of vocational and technical education programme	2.85	1.00	Accept
7	Admission of vocational education students were not based on Unified Tertiary Matriculation Examinations (UTME) / College admission requirements	2.83	0.99	Accept
8	Under staffing leading to work overload	2.79	1.00	Accept

Table 1 presents the administrative factors influencing implementation of vocational education in Kwara State Colleges of Education, Nigeria. From the table, the administrative factors influencing implementation of vocational education in Kwara State Colleges of Education include: inadequate supervision and monitoring of vocational education programme ($\bar{x}$ = 3.07); inadequate motivation for vocational education staff ($\bar{x}$ = 2.87); poor coordination of SIWES programme between institutions and industries ($\bar{x}$ = 2.98); improper use of funds budgeted for vocational education programme ($\bar{x}$ = 3.01); poor implementation of NCCE policies on vocational education ($\bar{x}$ = 2.89); College administrator's apathy and poor knowledge of the demands of vocational and technical education programme ($\bar{x}$ = 2.85); admission of vocational education students were not based on Unified Tertiary Matriculation Examinations (UTME) / College admission requirements ($\bar{x}$ = 2.83) and; under staffing leading to work overload ($\bar{x}$ = 2.79). From the table, all the statements had mean value that is more than the bench mark value of 2.50 implying that administrative factors have influence on the implementation of vocational and technical education programmes in Kwara State Colleges of Education.

Research Question Two

What are the personnel factors influencing implementation of vocational education programmes in Kwara State Colleges of Education?

Table 2: Mean Score on Personnel Factors Influencing Implementation of Vocational Education Programmes in Kwara State Colleges of Education

S/No.	Statements	$\bar{X}$	SD	Decision
1	Inadequate trained and qualified teachers for vocational education programme	2.94	1.00	Accept
2	Vocational teachers' poor commitment to vocational education programme	2.68	0.97	Accept
3	Poor access to staff development/capacity building programme	2.67	0.98	Accept
4	Staff of vocational education programme not adequately involved in planning and supervision of Student Industrial Work Experience Scheme (SIWES)	2.80	0.97	Accept
5	Shortage of technologists to teach practical work	2.73	0.98	Accept

6	Teachers have no adequate knowledge of the course content in vocational education	2.81	0.96	Accept
7	Teachers' lack of interest in their work	2.85	0.96	Accept
8	Use of non-professionals in handling vocational education programme	2.75	1.02	Accept

Table 2 presents the personnel factors influencing the implementation of Vocational and Technical Education in Colleges of Education in Kwara State, Nigeria. From the table, the personnel factors influencing the implementation of vocational education in the study area are as follows: lack of trained and qualified teachers for vocational education programme ($\bar{x}$ = 2.94); poor orientation about vocational education programme ($\bar{x}$ = 2.68); poor access to staff development/capacity building programme of the institutions ($\bar{x}$ = 2.67); staff of vocational education programme not adequately involved in planning and supervision of SIWES ($\bar{x}$ = 2.80); shortage of technologists to teach practical work ($\bar{x}$ = 2.73); teachers have no adequate knowledge of the course content in vocational education ($\bar{x}$ = 2.81); teachers' lack of interest in their work ($\bar{x}$ = 2.85) and; use of non-professionals in handling vocational education programme ($\bar{x}$ = 2.75). Data on all items on Table 2 have mean scores above 2.50, this implies that personnel -factors influenced the implementation of vocational education programme in Kwara State Colleges of Education.

Research Question Three

What are the infrastructural factors influencing implementation of vocational education programmes in Kwara State Colleges of Education?

Table 3: Mean Score on Infrastructural Factors Influencing Implementation of Vocational Education Programmes in Kwara State Colleges of Education

S/No.	Statements	$\bar{x}$	SD	Decision
1	Unavailability of workshops/classrooms and studios for practical work	2.97	0.95	Accept
2	Vocational workshops/laboratories\offices/studios/libraries are not well equipped	2.84	0.96	Accept
3	Inaccessibility of workshops/ laboratories/studios/ for practical use	2.64	0.77	Accept
4	Limited space in workshops/laboratories\studios for practical work	2.82	0.97	Accept
5	Inadequate furniture in the classrooms /studios/ laboratories	2.91	0.98	Accept
6	Lack of spare-parts for servicing of machines in the workshops / studios and laboratories	2.83	1.00	Accept
7	Libraries are not properly stocked with up-to-date textbooks and journals in vocational education	2.86	1.96	Accept
8	Inadequate laboratory manuals and records	2.78	1.03	Accept

Table 3 shows the infrastructural factors influencing implementation of vocational education programmes in Colleges of Education in Kwara State. The Table reveals infrastructural factors influencing implementation of vocational education in Colleges of Education are ; unavailability of workshops/studios to support practical skills acquisition ($\bar{x}$ = 2.97); vocational workshops/laboratories\offices/studios/libraries are not well equipped ($\bar{x}$ = 2.84); inaccessibility of workshops/ laboratories/studios/ for practical use ($\bar{x}$ = 2.64); limited space in workshops/laboratories\studios for practical work ($\bar{x}$ = 2.82); inadequate furniture in the classrooms /studios/ laboratories ($\bar{x}$ = 2.91); lack of spare-parts for servicing of machines in the workshops / studios and laboratories ($\bar{x}$ = 2.83) ; libraries are not properly stocked with up-to-date textbooks and journals in vocational education ($\bar{x}$ = 2.86) and; inadequate laboratory manuals and records. All items on table 3 have mean scores above 2.50. This implies that infrastructural factors influenced the implementation of vocational education programme in Kwara State Colleges of Education.

Research Question Four

What are the students' factors influencing implementation of vocational education programmes in Kwara State Colleges of Education?

Table 4: Mean Score on Students Factors Influencing Implementation of Vocational Education programmes in Kwara State Colleges of Education

S/No.	Statements	$\bar{X}$	SD	Decision
1	Students show of lackadaisical attitude to practical lessons	2.87	0.94	Accept
2	Students from high socio-economic background show lack of interest in vocational education programmes	2.90	0.91	Accept
3	Students' inability to purchase relevant and up-to-date textbooks for vocational education	2.87	0.93	Accept
4	Students' poor perception of vocational education programme	2.86	0.79	Accept
5	Students' unwillingness to offer vocational education	2.80	0.97	Accept
6	Failure of students to receive proper counseling on the choice of career in vocational education	2.82	0.97	Accept

The students' factors influencing implementation of vocational education programmes in Kwara State Colleges of Education are presented in Table 4. Data on table 4 shows that the students' factors influencing the implementation of vocational education in Kwara State Colleges of Education include ; students show of lackadaisical attitude to practical lessons ($\bar{X} = 2.87$); students from high socio-economic background show lack of interest in vocational education ($\bar{X} = 2.90$); students inability to purchase relevant and up-to-date textbooks for vocational education ($\bar{X} = 2.87$); students' poor perception on vocational education programme ($\bar{X} = 2.86$); students' unwillingness to offer vocational education ($\bar{X} = 2.80$) ; failure of students to receive proper counseling on the choice of career in vocational education and insufficient time on the timetable ($\bar{X} = 2.82$). All items on table 4 shows that students' factors influenced implementation of vocational education programmes in Kwara State Colleges of Education.

Discussion

The findings revealed that administrative factors influencing the implementation of vocational education programmes in Kwara State Colleges of Education. These factors include: improper use of funds to procure relevant equipment for vocational education programmes; inadequate supervision of vocational education programmes; inadequate motivation of manpower; maladministration; lack of support for vocational education programmes; students are not properly counseled and guided on their choice of career; students are not admitted into vocational courses based on the Colleges of Education admission requirements and; under staffing leading to work overload of vocational education teachers. This finding is in conformity with the submission of Adeyemi (2010) who asserted that under staffing and lack of support from government are among the factors hindering implementation of Vocational Education courses. This could not be far-fetched as most administrators of Colleges of Education are not experts or specialists in the areas of vocational and technical education, hence they tend not to make judicious use of human and financial resources budgeted to vocational and technical education. Hence, they tend to allocate equal or less resources to the programme compared to what is allocated to other areas like arts and humanities. This informs why May (2007) observed that technical and vocational education are very much neglected in the aspect of adequate funding, personnel, modern facilities, staff motivation by school administrators and governments and these factors are robbing the country of the economic development to be contributed by graduates of technical and vocational education.

The study also found that personnel factors such as unavailability of qualified technicians in vocational courses; inadequate skilled man-power; teaching methods used by the vocational teachers and technologists in the workshops; teacher's limited experience; insufficient teaching materials and teachers' lack of interest in their work are issues hindering effective implementation of Vocational Education courses in Kwara State Colleges of Education. The poor image that has attended the introduction of vocational and technical education in Nigeria from the onset has made it impossible to attract people who are committed to the field. Therefore, most personnel in the areas of vocational and technical education have been those people who have entered the field as a last resort thus informing their lackadaisical and uncommitted attitude to the teaching of the course. Agbionu (2003) also asserted that inexperienced and unqualified technical teachers are employed thereby lowering academic standard, resulting to wastage in the achievement of technical

education goals. This finding corroborated the findings of Abuel-Ealer (2012) who found that teachers are critical in the provision of quality education because they impart literacy and numeracy skills in addition to providing a set of complexes, analytical, social and emotional skills. However, Abuel-Ealer (2012) did not find teachers inadequate knowledge of the course content in vocational education and lack of appropriate training to teach effectively in the class as one of the personnel related factors influencing the implementation of vocational education programmes. The findings of this present study contradicts the work of Castro (2008) who noted that adequate content knowledge of teacher was vital in provision of quality education.

The result in table 3 indicates unavailability of workshops/studios to support practical skills acquisition; Vocational workshop not well equipped; inaccessibility of vocational workshops; limited spaces in vocational workshops; vocational workshop manuals not available; unavailability of spare-parts for machines in the workshops and libraries not containing up-to-date textbooks and other quality materials are the infrastructural related factors hindering implementation of Vocational Education courses in Kwara State Colleges of Education. The finding gives credibility to the findings of Ozioma (2011) and Edigbonya, Agbaje and Suberu (2012) who found that inadequacies of facilities or infrastructural materials are one of the factors responsible for low enrolment of students in Technical Vocational Education. The finding is also in line with the work of Opeoluwa (2016) who found that only 40% of tertiary institutions in Nigeria have laboratories or workshop spaces for vocational education programmes. This may be due to the poor funding of education in general or where fund is even made available, most administrators will still prefer to allocate fund to the core sciences rather than vocational and technical education due to their poor perception about the programme. Ojimba (2012) observed that most technical education departments in Nigerian Universities do not have laboratories or workshop space, let alone useable equipment and where they exist, they are grossly inadequate, as the workshops only have items or equipment that were provided when the departments were first established of which most of them are already obsolete or grounded.

In addition, findings from the study revealed that students show lackadaisical attitude to practical lessons; lack of interest of students from high socio-economic background in Vocational Education; students' inability to purchase textbooks; students' poor perception; Students' unwillingness to learn; parents' poor financial status; educational level of parents and; learning deficiencies in students are the students related factors hindering effective teaching of Vocational Education courses. This shows that even if all necessary facilities and personnel are put in place, the lackadaisical attitudes of the learners themselves will still be a stumbling block to the effective implementation of vocational education. This could be attributed to the elitist mentality that most Nigerian learners have imbibed from the society. This finding is in consonance with the work of Oviawe and Anavberokhai (2008) who stated that elitism is the belief of a group in the society that because of superior privileges, power and talent they tend to hold on to this belief through a system of education that will sustain this group's interest. Hence, every Nigerian learner will opt for the so-called high-status job rather than vocational and technical education field if given the opportunity. This view is expressed by Nworlu-Elechi (2013) that in Nigeria today too much emphasis is placed on university qualifications not minding whether the holder possesses the required knowledge and skills. Hence the reason why youths will never take vocational and technical education seriously.

Conclusion

This study investigated factors influencing implementation of vocational education in Colleges of Education in Kwara State, Nigeria. Based on the result of these findings, it can be concluded that there are administrative, personnel, infrastructural and students related factors influencing the implementation of vocational education in Kwara State Colleges of Education. These factors have posed serious challenges in the attainment of goals of vocational technical education in Colleges of Education. These factors have specifically affected development of technological education, entrepreneurial skills, industrial development, youth employment, economy and national security hence proactive measures should be taken to revamp Vocational Technical Education at Colleges of Education in Kwara State, Nigeria.

Recommendations

The following recommendations were made based on the findings from the study:

1. Adequate budgetary provision for vocational education programme should be ensured while there should be judicious use of funds budgeted for vocational education programmes through proper follow-up to ensure that the fund is used for what is in the budget. The Colleges of Education administrators should strictly supervise and monitor projects to ensure that they follow the NCCE policies on the implementation of vocational education programmes in Colleges of Education.
2. Well trained and qualified lecturers / technologists should be employed for the proper implementation of vocational education programmes in the state Colleges of Education while regular training and re-training programmes in form of seminars, conferences, short courses and workshops, should be organized at regular intervals to update teachers' knowledge and stimulate their interest in vocational education. Lecturers should also be well motivated to retain them on the job.
3. Well-equipped workshops\ laboratories, offices and studios should be provided in schools with well-furnished furniture and other working tools for effective teaching and learning of vocational education programmes. Also, Relevant and up – to – date textbooks on vocational education programmes should be made available in Colleges of Education libraries for the students' use.
4. Orientation programme that centers on the benefits inherent in the vocational education programmes should be organized for students' while vocational guidance programmes should be arranged for students in secondary schools in order to change their lackadaisical attitudes towards practical work.

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