

## Assessment of public and private sectors contributions towards the provision of infrastructural facilities in technical colleges in Rivers State, Nigeria

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### Abstract

This study assesses the contributions of public and private sectors in providing infrastructural facilities in Technical Colleges in Rivers State, Nigeria. The study adopted the descriptive research survey design. The study was conducted within four Technical Colleges in Rivers State with a population of 398 respondents comprising of 64 teachers and 334 VOC III students. Simple random sampling technique was used in selecting 231 respondents (Teachers = 49 and Students = 184). Three research questions were answered while two null hypotheses were formulated and tested in this study. The instrument used for data collection was a structured questionnaire titled "Availability and Provision of Infrastructural Facilities in Technical Colleges Questionnaire (APIFTCQ)". APIFTCQ was validated and a reliability coefficient of 0.81 was obtained using Pearson Product Moment Correlation. Descriptive statistic of frequency and percentage was used to answer research question 1 while Mean with Standard Deviation was used to answer research questions 2 and 3. It was found that that majority of the facilities were available while few were not available in Technical Colleges in Rivers State. Provision of infrastructural facilities was to a high extent by public sector while private sectors provisions of infrastructural facilities were drastically low. It was recommended among others Provision of infrastructural facilities in Technical Colleges should be a collaborative effort between the public and private sector, since government cannot adequately fund technical colleges due to other financial commitment; there should be a diversified means to fund the college such as percentage from Value Added Tax (VAT), Education Tax Fund (ETF) etc, other private sectors such as NGOs, CBOs and philanthropist can form a collaboration to contribute towards the facilities in technical college in Rivers State.

**Keywords:** public sector, private sector, provision, facilities and technical college

### 1. Introduction

A functional society puts forward infrastructural facilities as the main hub through the economy of the country revolved. Provision of infrastructural facilities cannot be undermined because it is the brain-box of every development ranging from transportation, health, commerce and industrial, power, aviation, sports, works, housing and ultimately in education. Infrastructure is the basic physical and organizational structures needed for the operation of a society like industries, buildings, roads, bridges, health services, governance and so on. It is the enterprise or the products, services and facilities necessary for an economy to function (Sullivan & Sheffrin, 2003) <sup>[19]</sup>. Infrastructure can be described generally as the set of interconnected structural elements that provide framework supporting an entire structure of development...for achieving an objective or set of objectives and also includes the objectives (Olufemi, 2012) <sup>[17]</sup>. Infrastructure plays a key role in education especially in technical colleges where teaching and learning are basically the use of psychomotor domain (hand). This implies that there should be provision of facilities that could enhance teaching and learning. These facilities include workshops, classrooms, hand driven tools, machine driven tools, water supply facilities, electricity supply, electrical facilities, electronic facilities, mechanical facilities, building technology facilities, staffrooms, staff quarters and library facilities among others.

Technical colleges are regarded as the principal vocational institutions in Nigeria. They give full vocational training and prepare students for entry into various occupations which

makes them capable of being self-employed or employed as operatives, craftsmen and artisans in various industries and allied organizations. For the above to be realizable and achievable in any Technical College in Nigeria, training facilities must be available and workable. Base on this, Abdullahi (2003) <sup>[1]</sup> buttressed that training facilities for technical vocational programmes encompasses the basic hand tools, equipment and structural facilities which includes classrooms for teaching and learning, workshops for practical, library for reading among others. According to Deebom, Dokubo and Obed (2018) <sup>[3]</sup>, Technical College is specially designed to trained skilled and professional artisan, craftsmen, technician to be self-reliant and also to enhance the manpower needed in the industries. This goal can however be achieved only when there is provision and availability of infrastructural facilities in the training institution.

Although, every training organizations, institutions (grammar and technical/vocational) suffers the problem of providing and maintaining suitable workshop and appropriateness in terms of tools and facilities for every technical and vocational training programmes especially in Rivers State. These was observed by Uthman (2000) <sup>[21]</sup>, Ohize (2004) <sup>[16]</sup> and Umar (2005) <sup>[20]</sup> who stressed that the problem of inadequate facilities and funding has been viewed to have over-bearing effect on the delivery of technical college programmes. These have pin down the acquisition and possession of practical skills by graduates from technical colleges. These shows that there is still fresh or little awareness of the critical role that technical college plays in

national development especially in Rivers State, Nigeria. In spite of this awareness, technical college still suffers the problem of inadequate provision of facilities and funding. Due to the high cost of financing and funding for building and maintaining of technical colleges, government now choose to finance and fund the grammar school thereby abandoning technical college. This has now bedeviled and relegates Nigeria technical colleges that inculcate skills and knowledge to an individual which as well been the first and oldest form of education in Nigeria to the verge of collapsing where we are today.

Notwithstanding, funding and financing of education in general has been the sole responsibility of the government over the years. The National Policy on Education (FRN, 2013) states that education is an expensive social service that requires adequate financial provision from all tiers of government for successful implementation of its programmes. It was further argue that the financing and funding of education is a joint responsibility of the Federal, State, Local Government, Public and Private sectors as government welcome and encourages the participation of the public and private sectors. It can be stated categorically that due to other financial commitments, government finds it very difficult to cope with the financial requirements and obligation of education effectively in all aspect especially technical and vocational. Also, the Nigeria government budgetary allocation to education is still far below the recommended standard and benchmark of 26% as stipulated United Nations Educational Scientific and Cultural Organizations (UNESCO) that developing countries should allocate at least 26% of their total annual budget to education. In the 2018 budgetary allocation, only N605.8 billion was allocated to education, representing about 7.03 percent of the N8.612 trillion budgets which is contrary to the recommendation by UNESCO (Vanguard Newspaper, 2018) [22].

It is not gainsaying that government has been making tireless and tremendous efforts to finance technical colleges since inception. Despite these efforts, Olusegu as cited in Emah (2005) [15] reported that funding is grossly inadequate and that attention should be directed towards alternative ways of funding technical and vocational programmes offered in training institutions.

In a related development, the Federal Government Master plan in Federal Ministry of Education for (2001-2010) suggests that for technical and vocational education policy design and delivery to be achieved, a new partnership between government, employees, vocational/technical industries, trade union and the society must be established, which will create a synergy and coherent framework to enable the launching of national strategy for change. It will not be out of place therefore to say that the present scope and demand of technical college in terms of funding and financing for effective delivery is presently beyond what government can handle alone since every individual benefit from a good return from this education. The government, public and private sectors and cooperate organizations should support the acquisition of skills through funding and other interventions.

Puyate (2004) [18] observed that in an ideal situation as obtainable in developed societies of the world, the training and education of nation's citizenry is a collective effort of both governmental, non-governmental organizations (NGO's), private firms and private individuals or

philanthropists. According to Aina (2007) [2], NGO's should be given full support of government and industries to assume increasing responsibility in adult and continuing professional training of the youths in technical and vocational. Aina further affirmed that each training institution in the country should establish industry institution liaison office to encourage public and private sectors in technical colleges in Rivers State, Nigeria. This will create a linkage between the training institutions, the government, public sectors, private sectors and individuals to venture into the funding of education. In this study, Public sector contributions refers to government-owned organizations and government-provided services while Private sector contributions refers to organizations that are not government owned, and that goods and services that are provided by the organizations outside of the government.

### **Statement of the Problem**

Technical and Vocational Training was the oldest form of education in Nigeria. It was a type of training where the learner (students) learns through observation until it becomes mastery of the course. Unfortunately, the coming of the Europeans in Nigeria that was characterized with christianity and education brought about the introduction of western education which was purely grammar school. These marks the falling standard of skills training that is mostly offered in Technical Colleges. These were clearly perceived and seen in government projects in education where all educational budget pendulums only swings towards the implementation of grammar school budget ranging from primary to secondary. These include rehabilitation, reconstruction and renovation of government primary and secondary schools, provision of facilities such as textbooks, library materials, scientific equipment etc. A clear pictorial view of this was seen in Rivers State between 2008 – 2015 under the Governorship of Chibuike Rotimi Amaechi, when almost all the public schools with emphasis on grammar schools were renovated, reconstructed and rehabilitated to a modern standard. The question to be asked is – How many Technical College that was renovated? Evidences abound where Community Base Organizations (CBOs), Non-Governmental Organizations (NGOs), Philanthropists, Social Clubs etc provides facilities to schools. Also, it is no longer a hidden fact that most of the Technical College graduates cannot perform creditably on graduation because they lack practical skills which is hinged on non-availability and workability of the practical facilities; hence, they find it very difficult for gainful employment in the industries or even to be self-employed. The federal government of Nigeria recognized the importance of facilities when it stipulates as one of the objectives of technical education in the national policy on education to give and impact the necessary skills to individuals who shall be self-reliant and enterprising economically (FRN, 2013). This lack of skill and knowledge are evidence of shortage of provision of facilities in Technical Colleges in Rivers State. It is against this backdrop that the researchers seek to assess the contribution of public and private sectors in the provision of infrastructural facilities in Technical Colleges in Rivers State as the problem of the study.

### **Purpose of the Study**

The purpose of this study is to examine the perceived contributions of public and private sectors towards the

provision of infrastructural facilities in Technical Colleges in Rivers State. Objectively, this study sought to:

1. Identify the infrastructural facilities available in Technical Colleges in Rivers State.
2. Examine how infrastructural facilities available in Technical Colleges in Rivers State are provided by Public Sectors.
3. Determine the extent of provision of infrastructural facilities available in Technical Colleges in Rivers State by Private Sectors.

**Research Questions**

The following research questions were formulated to guide the study.

1. What are the infrastructural facilities available in Technical Colleges in Rivers State?
2. To what extent are infrastructural facilities available in Technical Colleges in Rivers State provided by Public Sectors?
3. To what extent are infrastructural facilities available in Technical Colleges in Rivers State that provided by Private Sectors?

**Hypotheses**

Two null hypotheses were formulated and tested at 0.05 significant level.

1. There is no significant difference in the mean scores of teachers and students on the extent of provision of infrastructural facilities by Public Sectors in Technical Colleges in Rivers State.
2. There is no significant difference in the mean scores of teachers and students on the extent of provision of infrastructural facilities by Private Sectors in Technical Colleges in Rivers State.

**Methodology**

A descriptive survey design was used to carry out the study in Rivers State, Nigeria. The study was conducted within four (4) Technical Colleges in Rivers States which includes Government Technical College, Port Harcourt, Government Technical College, Ahoada, Government Technical College, Ele-ogu and Government Technical College, Tombia. The population of the study was 398 which comprises of 64 teachers and 334 VOC III students across the four technical colleges in Rivers State (Office of the Principals, 2018). Taro Yamen method was adopted in determining the students’ sample size of 182 while simple random sampling technique was used in selecting this sample size. Hence, the sample for the study was 231 respondents comprising of 49 teachers and 182 VOC III students. A structured questionnaire titled

“Available Facilities in Technical Colleges Questionnaire (AFTCQ)” was used to gather data. AFTCQ was a section by section instrument with 86 items. Section A was used to capture facilities that are available in Technical Colleges design in a checklist format while section B and C was used to elicit information relating to contributions of public and private sectors respectively which was structured after Modified Likert-4 point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) with numerical values of 4, 3, 2 and 1 respectively. One expert in TVET and one in measurement and evaluation in Rivers State University validated the instrument. The reliability of the instrument was determined by test-retest method. This was done by administering the questionnaire to 6 teachers and 18 VOC III students who were not part of the sample. After an interval of two (2) weeks, the same instrument was re-administered to the same group. Thereafter, it was collected and calculated using Pearson Product Moment Correlation which gave a reliability coefficient of 0.81.

A total of 231 copies of the instrument were distributed to the respondents directly by the researchers. The total number of copies retrieved was 218 representing 91% Rate of Return (RoR). The number was considered adequate and was used for analysis of the study. Frequency and Percentage was used to answer research question 1 while Mean with Standard Deviation was used to answer research questions 2 and 3. An item with a percentage of 50% and above was considered to available while item with less than 50% was considered not available. Real limit of numbers were used to decide research question 2 and 3 such that mean values between 3.50 – 4.00 was rated as Very High Extent (VHE), 2.50 – 3.49 as High Extent (HE), 1.50 – 2.49 as Low Extent (LE) and 0.00 – 1.49 as Very Low Extent (VLE) respectively. Two null hypotheses of no significant difference were formulated at 0.05 level of significance and tested using the independent sample t-test. Decision was such that if the calculated t-value is greater or equal to the t-critical value, reject the null hypothesis, but if otherwise, accept the hypothesis. The t-test is adopted in this analysis to test large samples because as the sample size becomes sufficiently large, the t-distribution coincides with the Z-distribution (Nworgu, 2015; Nwankwo, 2013). If the calculated value of t (tc) is less than the critical value of t (tcrit), the hypothesis was accepted but if the calculated value of t (tc) is greater than or equal to the critical value of t (tcrit), the hypothesis is rejected.

**Results**

**Research Question 1:** What are the infrastructural facilities available in Technical Colleges in Rivers State?

**Table 1:** Frequency and percentage response on availability of facilities in technical colleges in rivers state

S/NO	Items	Available Freq (%)		Not Available Freq (%)	
<b>A</b>	<b>Mechanical Section</b>				
1	Power Sawing Machine	132	57.1	99	42.9
2	Hydraulic Pipe Bending machine	143	61.9	88	38.1
3	Drilling Machine	165	71.4	66	28.6
4	Oxy-acetylene Gas Welding	110	47.6	121	52.4
5	Filler Rod and Brazing Rod	132	57.1	99	42.9
6	Three Phase Air Compressor	154	66.7	77	33.3
7	Tools Box	154	66.7	77	33.3
8	Bench Vice	198	85.7	22	9.5
9	Electric Battery Charger	187	81.0	44	19.0
10	Hand Shearing Machine	176	76.2	55	23.8

11	Universal Milling Machine	143	61.9	88	38.1
12	Lathe Machine	143	61.9	88	38.1
13	Shaping Machine	176	76.2	55	23.8
14	Bench Grinding Machine	110	47.6	121	52.4
15	Hand Drilling Machine	77	33.3	154	66.7
B	Electrical/Electronic Section			0	
16	Oscilloscope	77	33.3	154	66.7
17	Television	99	42.9	132	57.1
18	Radio	143	61.9	88	38.1
19	Signal Generator	165	71.4	66	28.6
20	Multimeter Analog	198	85.7	33	14.3
21	Multimeter Digital	176	76.2	55	23.8
22	Soldering Iron	209	90.5	22	9.5
23	Soldering Lead	231	100.0	0	0.00
24	Hammer	220	95.2	11	4.8
25	Pliers	220	95.2	11	4.8
26	Practical Board	176	76.2	55	23.8
27	Project Board (Bread Board)	198	85.7	33	14.3
28	Measuring Tape	187	81.0	44	19.0
29	Diodes, Transistors, Resistors, Capacitors	143	61.9	88	38.1
30	Tester, Cutter, Screw Driver, Knife Switch	154	66.7	77	33.3
C	Carpentry & Joinery Section				
31	Wood Lathe Machine	187	81.0	44	19.0
32	Wood Planning Machine	198	85.7	33	14.3
33	Band Saw Machine	187	81.0	44	19.0
34	Wood Vice	154	66.7	77	33.3
35	Wooden Chisel	176	76.2	55	23.8
36	Pincers	165	71.4	66	28.6
37	Wooden Saw	132	57.1	99	42.9
38	Jack Saw	176	76.2	55	23.8
39	Crowbar	165	71.4	66	28.6
40	Try-Square	176	76.2	55	23.8
41	Jack Plain	176	76.2	55	23.8
42	Plumb	154	66.7	77	33.3
43	Clamp	187	81.0	44	19.0
44	Pencil & Rule	198	85.7	33	14.3
45	Measuring Tape	187	81.0	44	19.0
D	Infrastructures			0	
46	Classrooms	176	76.2	55	23.8
47	Staffrooms	165	71.4	66	28.6
48	Workshops	132	57.1	99	42.9
49	Staff Quarters	176	76.2	55	23.8
50	Students' Hostels	165	71.4	66	28.6
51	Electricity	176	76.2	55	23.8
52	Water Supply	198	85.7	33	14.3
53	Computers	44	19.0	187	81.0
54	Text Books	154	66.7	77	33.3

Source: Researchers' Field Result, 2018

The result from Table 1 revealed the availability and non availability of facilities in Technical Colleges in Rivers State. An item having a percentage of 50% and above was considered to be available and vice versa. Based on this, the result shows that majority of the facilities were available

while few were not available in Technical Colleges in Rivers State.

**Research Questions 2:** To what extent are infrastructural facilities available in Technical Colleges in Rivers State provided by Public Sectors?

**Table 2:** Extent of provision of infrastructural facilities by public sectors in technical colleges in rivers state

S/NO	Item Statement	Teachers		Students		G <sub>M</sub>	Remark
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
55	Provision of mechanical hand tools	3.60	0.58	3.13	0.81	3.37	HE
56	Provision of electrical tools	3.60	0.55	2.88	0.88	3.24	HE
57	Provision of electronics materials and tools	3.20	0.84	2.69	1.02	2.95	HE
58	Provision of carpentry & joinery tools	3.40	0.90	3.06	0.90	3.23	HE
59	Maintenance of mechanical machines and equipment	2.60	1.14	3.06	0.92	2.83	HE
60	Providing maintenance services for electrical machines	2.20	1.30	3.13	0.85	2.67	HE
61	Maintaining carpentry tools and equipment	2.40	1.51	2.88	1.02	2.64	HE
62	Replacement of obsolete equipment with new ones	2.60	1.14	2.88	0.88	2.74	HE
63	Renovation of dilapidated workshops	2.40	1.40	3.19	0.98	2.80	HE

64	Drilling of bore holes to staff quarters, students' hostels	2.60	0.89	3.31	0.79	2.96	HE
65	Installation/upgrading of transformers for power supply	2.80	1.09	2.94	1.06	2.87	HE
66	Construction of drainages in the school	2.60	1.10	3.06	1.07	2.83	HE
67	Building of classroom blocks	2.20	0.95	2.75	1.05	2.48	LE
68	Provision of computers to the school	2.80	0.70	2.81	0.67	2.81	HE
69	Construction/renovation of school library	2.40	0.83	2.69	1.25	2.55	HE
70	Donation/provision of text books to students	1.80	0.47	2.63	1.20	2.22	LE
	Average Mean/SD	2.70	0.96	2.94	0.85	2.82	HE

Source: Researchers' Field Result, 2018

Table 2 shows the mean scores of teachers and students on the extent of provision of infrastructural facilities to Technical Colleges in Rivers State by public sectors. The result revealed that public sectors provides infrastructural facilities as majority of the items indicated that these facilities

are provided to a High Extent (HE) with an average mean of 2.70 and 2.94 respectively.

**Research Questions 3:** To what extent are infrastructural facilities available in Technical Colleges in Rivers State that provided by Private Sectors?

**Table 3:** Extent of provision of infrastructural facilities by private sectors in technical colleges in rivers state

S/No	Item Statement	Teachers		Students		GM	Remark
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
71	Provision of mechanical hand tools	2.60	0.54	1.13	0.88	1.87	LE
72	Provision of electrical tools	1.60	0.54	2.02	0.85	1.81	LE
73	Provision of electronics materials and tools	3.00	0.77	2.19	0.75	2.60	HE
74	Provision of carpentry & joinery tools	1.80	0.67	3.07	0.91	2.44	HE
75	Maintenance of mechanical machines and equipment	1.61	0.94	1.06	0.84	1.34	VLE
76	Providing maintenance services for electrical machines	1.20	0.81	2.13	0.97	1.67	LE
77	Maintaining carpentry tools and equipment	2.00	1.00	2.88	1.20	2.44	HE
78	Replacement of obsolete equipment with new ones	1.10	0.76	1.25	1.13	1.18	VLE
79	Renovation of dilapidated workshops	2.20	1.09	2.37	0.97	2.29	LE
80	Drilling of bore holes to staff quarters, students' hostels	2.60	0.89	2.21	0.96	2.41	LE
81	Installation/upgrading of transformers for power supply	1.01	0.70	1.20	1.15	1.11	VLE
82	Construction of drainages in the school	2.80	0.47	1.63	0.54	2.22	LE
83	Building of classroom blocks	2.80	0.87	2.06	1.20	2.43	HE
84	Provision of computers to the school	2.60	0.58	2.63	1.02	2.62	HE
85	Construction/renovation of school library	2.80	0.83	2.81	1.10	2.81	HE
86	Donation/provision of text books to students	1.40	0.54	1.01	1.16	1.21	VLE
	Average Mean/SD	2.07	0.75	1.98	0.98	2.02	LE

Source: Researchers' Field Result, 2018

Table 3 shows the mean scores of teachers and students on the extent of provision of infrastructural facilities to Technical Colleges in Rivers State by private sectors. The result revealed that private sectors' provision of infrastructural facilities is to a Low Extent (LE) with an average mean of 2.07 and 1.98 respectively.

**Statistical test of hypotheses**

Two null hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean scores of teachers and students on the extent of provision of infrastructural facilities by Public Sectors in Technical Colleges in Rivers State.

**Table 4:** T-Test analysis on public sectors provision of infrastructural facilities in technical colleges in rivers state

Groups	X	SD	N	df	tcal	tcrit	Remark
Teachers	2.70	0.96	49				
				229	-1.57	1.96	Accepted
Students	2.94	0.85	182				

Source: Researchers' Field Result, 2018

From Table 4, since the calculated value of t (t-cal = -1.57) is less than the critical value of t (t-crit = 1.96), the stated null hypothesis was accepted which implies that there is no significance difference on the opinion of the respondents on the provision of infrastructural facilities by public sectors in

Technical Colleges in Rivers State, Nigeria.

2. There is no significant difference in the mean scores of teachers and students on the extent of provision of infrastructural facilities by Private Sectors in Technical Colleges in Rivers State.

**Table 5:** T-test analysis on private sectors provision of infrastructural facilities in technical colleges in rivers state

Groups	X	SD	N	df	tcal	tcrit	Remark
Teachers	2.07	0.75	49				
				229	0.69	1.96	Accepted
Students	1.98	0.98	182				

Source: Researchers' Field Result, 2018

From Table 5, since the calculated value of t (t-cal = 0.69) is less than the critical value of t (t-crit = 1.96), the stated null hypothesis was accepted which implies that there is no significance difference on the opinion of the respondents on the provision of infrastructural facilities by private sectors in Technical Colleges in Rivers State, Nigeria.

**Discussion of Findings**

The results of Table 1 revealed that government provision of facilities in technical colleges in Rivers State is high. Hence, infrastructural training facilities are available in Technical Colleges in Rivers State. This findings updates that of Ogunyemi (1999) [15], Ngada (2001) [11] and Esomonu (2002)

[6] who found that several years ago, many Technical Colleges in Nigeria were without facilities. Also, the findings of this study disagrees with Yaduma and Moses (2005) as asserted that Technical Colleges lacked workshop and laboratories facilities and concluded that students had no practical skills and experience as it was difficult to undertake practical work without facilities.

The result of Table 2 shows that the involvement of public sectors in the provision of infrastructural training facilities in Technical Colleges in Rivers State is comparatively high. The study agrees with the results of the study of Iqbal (2012) [10] as concluded that public sector provides better facilities as compared to private sector in schools. The finding of this study also supports the results of the study of Imran (2008) which reveals that public sector provide better facilities with respect to buildings, libraries, play grounds and furniture as compared to private sector.

Table 3 revealed that provisions of infrastructural facilities by private sectors to Technical Colleges in Rivers State are on a low extent. This implies that private sectors' participation in infrastructural facilities provision in Technical Colleges in Rivers State is drastically low. This result agrees with Puyate (2004) [18] who observed that in an ideal situation as obtainable in developed societies of the world, the training and education of nation's citizenry is a collective effort of both governmental, non-governmental organizations (NGO's), private firms and private individuals or philanthropists. This result is also in conformity with Edache (2001) [4] who stressed the need for diversifying the sources of financing technical colleges and advised that foreign assistances should be sought by the federal, state and local governments where possible for rehabilitation of technical workshops in our schools.

### Conclusion

Based on the findings, it was conclude that infrastructural facilities are available in Technical Colleges in Rivers State. These facilities are mostly provided by government to enhance teaching and learning within the training institutions. The extent to which private sectors and others such as Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs) and philanthropists contribute to the provision and maintenance of facilities in Technical Colleges in Rivers State is very low. It becomes imperative therefore that provision of these facilities to Technical Colleges should be given prior attention in the form of collaborative or partnership between the public sector and private sector. This public private partnership will improve the level of infrastructural facilities in the school.

### Recommendations

Based on the findings of the study, the following recommendations were made.

1. Provision of infrastructural facilities in Technical Colleges should be a collaborative effort between the public and private sector. This will improve the level and quality of infrastructural facilities that will be available in the college.
2. Since government cannot adequately fund technical colleges due to other financial commitment; there should be a diversified means to fund the college such as percentage from Value Added Tax (VAT), Education Tax Fund (ETF) etc.
3. Other private sectors such as NGOs, CBOs and

- philanthropist can form a collaboration to contribute towards the facilities in technical college in Rivers State.
4. There should be a strong partnership between the government, other public sectors and private sectors to assist in the development and training of technical college student through scholarship, facilities provision etc.

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