



Constraints to effective implementation of basic technology in secondary schools in Awgu education zone of Enugu state

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Abstract

The need to strengthen the foundation of technical education for economic growth, wealth creation and poverty eradication stimulated this study. Technical education has been recognized as an education panacea that would usher in the much needed technical aspects of human capital, potentially leading to an age of economic and technological development. Unfortunately, implementation of Basic Technology, which is the foundation has not been effective as demonstrated by the poor performance of students in this subject and low enrolment into Technical Colleges. Thus this study deem it fit to investigate the constraints to effective Basic Technology in Awgu Education Zone of Enugu state. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The study adopted a survey research design and was carried out in Awgu Education Zone of Enugu State. The population of the study was 3051 made up of 72 Principals, 96 Basic Technology Teachers and 2883 J. S. S. 3 students of Basic Technology. Systematic sampling was used to select 36 principals, 40 teachers and 360 students for the study. The instrument used was two sets of questionnaire, which were validated by three experts and their reliability coefficients (0.87 & 0.90 respectively) were established using Cronbach Alpha. Data was collected for the study through the administration of validated questionnaire on the respondents. The data relating to research questions were analyzed using arithmetic mean and standard deviation while the arithmetic mean was used to provide answer to the research questions, the standard deviation was employed to determine the spread of opinions of the respondents about the mean values. Further analysis was carried out using analysis of variance for testing hypothesis 1, 2 and 3 while z-Test was used to test hypothesis 4. The findings revealed among others that teachers' poor quality, motivation and commitment, students' poor attitude/interest, as well as lack of instructional facilities and funding were hindrances to effective Basic Technology in Awgu Education Zone of Enugu. Therefore, it was recommended among others that teachers' condition of service should be reviewed and government and non-governmental organizations should join hands in funding and equipping Basic Technology.

Keywords: implementation, basic technology, economic growth, wealth creation

Introduction

Developed nations are driven by technology. Technology is the engine that drives the new global knowledge economy. Succinctly, the transformation experienced by developed nations is engendered by technical innovations and practice. According to Okorafor and Ike (2013), technical change and accumulation is not supported by physical investment on plants and industries alone, but also by the efficiency with which capital is utilized. It will not be out of place to state that today's world, the worth of a nation is determined by the level of her technological sophistication (Gbenedio, 2012). It could be observed that the real difference between developed countries (America, Europe and Asia) and underdeveloped country of Africa lies in their technological capacities (Economic Commission for Africa, 1998) ^[8]. Technological capacity is referred here as the innovative and creative abilities employed in decoupling a nation's growth from its resources and making it less dependent on natural resources. International competitiveness is increasingly defined in terms of agility to access, learn, adapt, utilize and innovate from available technology. No Wonder Okorafor and Ike (2012) ^[12] lamented that nations with high technological capabilities or that are technologically advanced are the most successful in organizing vibrant economy. Efficiency in capital utilization

solely rests on qualitative and potential human capital.

It is not stretching the fact that the available flock of (technical) human capital reserve of developed countries is a key factor in their success stories. The enviable growth and development patterns of several Asian countries are good testimonies. In other words, the promise of the future does not lie on technology alone, but also on people's ability to use, manage, and understand technology. This implies that the process of critical thinking using technology and understanding the social impacts of technologies are very important in today's ever changing world of complexities (Okorafor & Ike, 2013). In this awareness it becomes important to educate the new generation in technical language of the future, which imperatively has brought Technical Vocational Education and Training (TVET) back on the development agenda of many countries.

TVET has been criticized in the past, for not being cost effective (World Bank, 1991); as well as a dead end and career for the less privileged and less academically sound. However, in recent years, a desire has re-surfaced to actively recognize anew, the role of TVET in economic emancipation through technical innovations spurred by the advancement in technology and globalization (Yamada & Matsuda, 2007). Tang (2012) reiterated that, after a period of neglect, TVET is now firmly on the agenda of

governments around the world. Far from being the weakest link in education systems, TVET is emerging as a cornerstone for the transformation of nations. Indeed, the development of skills through TVET is now one of the most often-cited priorities by ministers of education in both developing and developed countries (Ibeneme, 2013) [13]. In the same vein, Afeti (2013) [3] reiterated that TVET has emerged as one of the most effective human resource development strategies that African countries need to embrace in order to train and modernize their technical workforce for rapid industrialization and national development.

Cognizant of this therefore, Nigeria's attempt to vision 2020 can only be feasible through solid and sound acquisition of scientific and technological knowledge. The Federal Ministry of Education, (FME, 2012) acknowledged this when it stated that the ability of Nigeria to fall among the first 20 economies of the world in the year 2020 is largely dependent on the capacity to transform its youths into highly skilled and competent citizens capable of competing globally. Unfortunately, Nigeria lacks these technical human capital usually acquired through TVET. Nigeria had long acknowledged that the problem is on the inherited literary content of the colonial education curriculum.

Nigeria has conceived the development of TVET as an education panacea that would usher in the much needed technical aspect of human capital, potentially leading to an age of economic and technological development (Eze & Okorafor, 2012) [9]. Regrettably, major education reforms in Nigeria, with emphasis on vocationalisation, have not impacted much on the economy. Adefaye (2005) [1] observed that despite the country's abundant resources, Nigeria has continued to manifest abysmal industrial performance owing to the country's inability to synergize its resources to spawn an organic productive sector capable of engendering sustainable development and alleviating wide spread poverty.

The foregoing indicates that for Nigeria to attain aspired level of technological and economic development, there is need for craftsmen, technicians and technologists, who would be enterprising and self-reliant. TVET has been chanted all over the world as a sure and effective strategy for empowerment and building human capital. Thus, UNESCO (2004a) stated that since education is considered the key to effective development strategies, TVET must be a master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. Likewise, the former President Olusegun Obasanjo opined that TVET with its relevant practical training component holds the key to Nigeria becoming technologically relevant and internationally competitive in the world market. He continued that TVET is also the most effective means of empowering the citizenry to stimulate sustainable national development, enhance employment, improve the quality of life, reduce poverty, limit the incidence of social vices due to joblessness and promote a culture of peace, freedom and democracy (Federal Ministry of Education, 2000).

UNESCO (2004b) identified two major objectives of TVET to include the urgent need to train the workforce for self-employment and the necessity to raise the productivity of the informal sector. Uwaifo (2009) posited that technical

education is the training of technically oriented personnel who are to be the initiators, facilitators and implementers of technological development of a nation. He further said this training on the need to be technologically literate, would lead to self-reliance and sustainability. For TVET to effectively support economic growth, wealth creation and poverty eradication, skills training must be of high quality and competency-based, incorporate the use of modern information and communication technologies, be relevant to the needs of industry, efficient, and adaptable to the changing technological work environment (Afeti, 2013) [3]. More so, basic technology that is the foundation of TVET must be taken very seriously. By implication, it shows that successful achievement of TVET lofty objectives largely rests on the thoroughness of basic technology program at the junior secondary school. Daluba and Ekeyi (2013) affirmed that the furtherance of youths in skill and other engineering oriented courses highly depends on their earlier knowledge and skill acquired in basic technology.

Basic Technology, previously known as Introductory Technology, is meant to lay good foundation for vocational, technical and engineering education. It is a prevocational subject meant to foster elementary skills and competencies towards full societal development. According to Uwaifo and Edigin (2011), the aim is that at the end of Junior Secondary School (JSS), technological appreciation would have been attained and solid foundation laid for students' entrance into a vocation of their choice. This is to reduce ignorance about TVET, increase desire for skill acquisition and form a good foundation for national development. Danmole (2011) [7] surmised that the overall goal of basic technology is to ensure the development of survival strategies by learners to live effectively within the global community.

FRN (2004) highlighted that students who complete JSS shall be streamed, as much as possible to achieve a transition ratio of 50:50, into: (i) senior secondary school; (ii) technical college; (iii) out-of-school vocational training center; or (iv) Apprenticeship scheme. Effective basic technology education is therefore expected to raise the number of students' enrolment and reduce gender gap in schools, vocational training centers and apprenticeship schemes; thereby reducing or eliminating the incidence of school dropouts. Contrarily, basic technology seems to have failed in this regard. FME (2009) observed a shortfall of over 80% in the expected enrolment in TVET and a high out-of-school-boys syndrome in the south East, where this study is targeted. In 2005, only 3.6% of senior secondary school students were enrolled in TVET (FGN, 2009); in 2007 it was 3% (UNESCO-UIS, 2009). On the average, FME (2009) reported a 2.5% enrollment in TVET at the secondary school level.

Uwaifo and Edigin (2010) observed a downward trend in the performance of students in JSS certificate examination in basic technology. They explained that over the years, students' performance in basic technology has not been encouraging. The poor performance is very evident in the number of students that enroll for science including vocational and technical related subjects at the senior secondary school level which also goes further to affect their enrolment at the tertiary institution level. A number of factors have been projected in the literature as hindering the effectiveness of Basic Technology. Some of these factors include teachers' quality and commitment (Chigbo, 2013);

students' innate discipline, readiness and attitude (Adodo & Gbore, 2012) [2]; lack of fund and instructional materials (Fakomogbom, 2004); teaching methods and of course corruption. The resultant effect of this is that most products, lacked basic technical and manipulative skills which make them job seekers instead of job providers (Uwaifo & Edigin). FME (2012) rightly surmised that the large number of youths and adults with limited or no skills are indicators of underdeveloped TVET. Upon this background, there is need to determine the constraints to effective basic technology education in Awgu Education Zone of Enugu State.

Statement of the Problem

It has been widely acclaimed that TVET has the key to unlock the future and bring economic emancipation. Some researchers posited that in a technology driven world, a country that fails to take the production of technicians seriously has sentenced itself to perpetual underdevelopment.

Unfortunately, it appears that the policies related to TVET are mere sloganeering in Nigeria. For instance, Nigeria governments do not accord technical education the pride of place it deserves. Effective basic technology education is expected to raise the number of students' enrolment and reduce gender gap in schools, vocational training centers and apprenticeship schemes; thereby reducing or eliminating the incidence of school dropouts. Contrarily, basic technology has failed in this regard. (FME, 2009) observed a shortfall of over 80% in expected enrolment in TVET and a high out-of-school-boys syndrome in the south East, where this study is targeted. In 2005, only 3.6% of senior secondary school students were enrolled in TVET (FGN, 2009); in 2007 it was 3% (UNESCO-UIS, 2009). On the average, FME (2009) reported a 2.5% enrollment in TVET at the secondary school level.

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Purpose of the Study

The main purpose of this study is to determine the hindrances to effective implementation of Basic Technology in secondary schools in Awgu Education Zone of Enugu State. Specifically, the study determined how the following factors hinders effective implementation of Basic Technology in secondary schools in Awgu Education Zone of Enugu State:

1. Teachers' related factors
2. Students' related factors

Research Questions

The following research questions guided the study.

1. What are the teacher-related factors that hinder effective implementation of basic technology in Awgu Education Zone of Enugu State?
2. What are the student-related factors that hinder effective implementation of basic technology in Awgu Education Zone of Enugu State?

Hypotheses

Two null hypotheses were formulated and tested at .05 level of significance

1. There is no significant difference in the mean ratings of principals, technical teachers and students on the teacher-related factors that hinder effective implementation of basic technology in Awgu Education Zone of Enugu State.
2. There is no significant difference in the mean ratings of principals, technical teachers and students on the student-related factors that hinder effective implementation of basic technology in Awgu Education Zone of Enugu State.

Methods and Materials

Survey research design was adopted for this study. This design is considered appropriate since the study intends to determine, in the opinion of the respondents on the constraints to effective Basic technology education using questionnaire as the instrument. The study was conducted in Awgu Education Zone in Enugu State. Enugu State is located in the South East zone of Nigeria. The population of the study consisted of 3051 respondents comprising school principals, Basic technology teachers and JSS 3 students. Stratified random sampling was used to select 36 secondary schools out of the 72 schools spread across five local government areas in the Awgu Education Zone. All the principals (36) and Basic technology teachers (40) in the selected schools were included in the study. Thus the sample for the study consisted of 436 respondents. The instrument for this survey consisted of two sets of structured questionnaire developed by the researcher after extensive review of related literature. The instruments are titled (i) Questionnaire on Hindrances to Effective Basic Technology Education I (for Principals and Teachers); and (ii) Questionnaire on Constraints to Effective Basic Technology Education II (for Students). The instrument for principals and teachers contained 50 items which were designed to elicit responses to answer research questions 1. The other instrument for students contained 31 items addressing research questions 2. The instrument was validated by three experts which considered it valid after going through it. The reliability coefficients for questionnaire for principals and teachers were found to be 0.85, 0.81, 0.85 and 0.86; and overall coefficient of 0.87. While, that of the students were found to be 0.79, 0.80 and 0.83; and overall coefficient of 0.90 which indicates the instrument is reliable using Crombach Alpha (α). The researcher visited the selected schools and administered the instrument by hand to the target population through the principals of each school. There after the researcher returned and collected the instrument. The data relating to the research question were analyzed using arithmetic mean and standard deviation. Items that have mean: 0.50 – 1.49 were strongly agreed to constitute no constraint to effective Basic Technology; items with the mean range 1.50 – 2.49 were generally disagreed to

constitute a hindrance. Analysis of Variance was used for testing hypotheses. For decision on the hypotheses, if the calculated Z or F was less than the critical Z or F, the null hypothesis was accepted. On the other hand if the Z or F – cal is greater than or equal to the Z or F- critical, the hypothesis was rejected.

Results

Research Question 1

What are the teacher-related factors that constraint effective implementation of Basic Technology in Awgu Education Zone of Enugu State?

Answer to this research question is presented in Table 1

Table 1: Respondents’ Mean Ratings and Standard Deviation on the teacher Related Factors that hinder Effective Implementation of Basic Technology

SN	Teachers’ Related Factors	\bar{x}_p	\bar{x}_t	\bar{x}_s	Mean	SD	Decision
1	Poor quality of Basic Technology teachers	2.93	3.23	--	3.09	1.42	Undecided
2	Inadequate motivation of Basic Technology teachers	4.33	4.66	--	4.51	0.89	Strongly agree
3	Inadequate training of Basic Technology teachers	3.33	3.37	--	3.35	1.53	Undecided
4	Insufficient number of qualified Basic Technology teachers	4.27	4.17	--	4.22	1.19	Agree
5	Basic Technology teachers’ lack of competence in handling other aspects of Basic Technology curriculum outside their area of specialization	4.63	4.31	--	4.46	0.95	Agree
6	Teacher’s lack of competence in all aspects of Basic Technology	2.43	2.43	--	2.43	1.17	Disagree
7	Lack of incentives to Basic Technology teachers	4.07	4.46	--	4.28	1.21	Agree
8	Low job satisfaction of Basic Technology teachers	4.13	4.11	--	4.12	1.28	Agree
9	Lack of commitment by Basic Technology teachers	3.57	4.26	4.29	4.23	0.91	Agree
10	Poor attitudes of Basic Technology teachers towards teaching of the subject	3.33	3.09	3.53	3.47	1.27	Undecided
11	Unwillingness of Basic Technology teachers to conduct practical with their students	4.27	4.26	4.08	4.11	1.00	Agree
12	Incapability of Basic Technology teachers to conduct practical with their students	3.13	3.06	3.45	3.39	1.39	Undecided
13	Nonchalant attitude of Basic Technology teacher to motivate and encourage their students	4.13	4.20	4.01	4.04	1.02	Undecided
14	Basic Technology teachers’ lack of pedagogical competence for their work	3.37	2.86	3.34	3.30	1.52	Disagree
15	Basic Technology teachers’ inadequate use of the workshop and facilities	4.40	3.60	3.79	3.82	1.24	Agree

Note: \bar{x}_p =mean for Principals; \bar{x}_t =mean for teachers; \bar{x}_s =mean for students

Table 1 shows that one of the factors was rated strongly agree, seven factors were rated agree, five were rated undecided and two were rated disagree the close range of the standard deviation of the responses indicate that the respondent where homogenous in their responses.

Research Question 2

What are the student related factors that hinders effective implementation of Basic Technology in Awgu Education Zone of Enugu State?

Answer to this research question is presented in Table 2

Table 2: Respondents’ Mean Ratings and Standard Deviation on the Students Related Factors that hinder Effective Implementation of Basic Technology

SN	Students’ Related Factors	\bar{x}_p	\bar{x}_t	\bar{x}_s	Mean	SD	Decision
16	Student’s lack of interest in Basic Technology	3.67	3.86	3.34	3.41	1.45	Undecided
17	Student’s poor reading habit of books related to Basic Technology	3.90	3.80	4.21	4.15	1.26	Agree
18	Student’s low estimate of the important of Basic Technology to daily life	3.83	3.80	3.35	3.43	1.33	Undecided
19	Student’s indifference to the values of Basic Technology	3.67	3.54	3.32	3.36	1.54	Undecided
20	Student’s intentional and frequent truancy in Basic Technology lessons	3.40	3.37	3.38	3.38	1.49	Undecided
21	Student’s lack of motivation	3.67	3.57	4.46	4.32	0.94	Agree
22	Student’s lack of information of the future opportunities in Basic Technology	3.87	3.94	4.18	4.14	1.09	Agree
23	Student’s indifference in procuring relevant instructional aids for Basic Technology	3.67	3.77	4.24	4.16	1.07	Agree
24	Student’s perception of Basic Technology as a difficult subject	3.70	3.63	4.19	4.11	1.33	Agree
25	Student’s lack of support and encouragement for Basic Technology at home	3.83	3.60	4.35	4.24	0.93	Agree
26	Student’s poor perception of Basic Technology	3.80	3.77	3.95	3.93	0.95	Agree
27	Student’s unwillingness to take up a career in Basic Technology in the future	3.70	3.91	4.18	4.12	1.06	Agree

Note: \bar{x}_p =mean for Principals; \bar{x}_t =mean for teachers; \bar{x}_s =mean for students

Table 2 reveals that the respondents rated eight factors to agree and four factors to undecided. The values of standard deviation shows that the opinion of the respondent are homogenous. It then indicates that student related factors hinders effective basic technology in Awgu Education Zone of Enugu State.

Hypothesis 1

There is no significant difference in the mean ratings of principals, technical teachers and students on the teacher related factors that hinder effective implementation of Basic Technology in Awgu Education Zone of Enugu State. The test of this hypothesis was provided with the analysis of relevant data and presented in Table 3

Table 3: ANOVA Summary of Respondents’ Mean Ratings on Teachers Factor that hinder effective Implementation of Basic Technology

Source of Variance	df	Sum of Square	Mean Square	α-level	F-cal	F-critical	Significance	Decision
Between groups	2	180.3558	90.1779	0.05	2.8249	3.02	Not Significant	Ho ₁ Accepted
Within groups	392	12513.5277	31.9223					
Total	394	12693.8835	122.1002					

Table 3 reveals that the calculated F-ratio of 2.8249 is less than the critical F-ratio of 3.02 at 0.05 level of significant, and 2 and 392 degrees of freedom. This means that is no significant difference in the mean ratings of principals, technical teachers and students on the teacher related factors that hinder effective implementation of Basic Technology. Thus the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of principals, technical teachers and students on the students related factors that hinder effective implementation of Basic Technology in Awgu Education Zone of Enugu State. The test of this hypothesis was provided with the analysis of relevant data and presented in Table 4

Table 4: ANOVA Summary of Respondents’ Mean Ratings on Students factors that constraints effective implementation of Basic Technology

Source of Variance	df	Sum of Square	Mean Square	α-level	F-cal	F-critical	Significance	Decision
Between groups	2	312.9832	156.4916	0.05	2.3798	3.02	Not Significant	Ho ₂ Accepted
Within groups	392	25777.5636	65.7591					
Total	394	26090.5468	222.2507					

Table 4 shows that the calculated F-ratio of 2.3798 is less than the critical F-ratio of 3.02 at 0.05 level of significant and degrees of freedom 2 and 392. This means there is no significant difference in mean ratings of the principals, technical teachers and students on the factors that hinder effective implementation of Basic Technology. Thus the null hypothesis was accepted.

Summary of Findings

The following were found as hindrances of effective implementation of Basic Technology in Awgu Education Zone of Enugu State.

Teacher related factors

1. Inadequate motivation of basic Technology Teachers
2. Basic Technology Teachers lacks of competence I handling other aspects of Basic Technology specialization
3. Lack of incentives to basic Technology teachers
4. Lack of commitment by Basic technology Teachers
5. Insufficient number of qualified basic technology teachers
6. Unwillingness of basic technology teachers to conduct practical with their studies.
7. Non-challant attitude of basic Technology teacher to motivate and encourage their students

Students related factors

1. Students lack of support and encouragement for basic Technology at home.
2. Students indifferent in procuring relevance instructional aids for basic technology
3. Students poor reading habit of books related to basic

- technology
4. Students lack of information of the future opportunity in basic technology.
5. Students perception of basic technology as a difficult subject.

Discussion of Findings

Teacher Related Factors

A good number of teachers’ factors were found to hinder effective Basic Technology (BT). Out of 15 factors investigated, only one has low hindrance to effective Basic Technology, that of teachers’ lack of competence in all aspects of Basic Technology. Inadequate motivation of Basic Technology Teachers (BTT) was found to constitute the highest hindrance to effective BT. Others related to it, lack of incentive and low job satisfaction were also hindrances to high extent. This supports the positions of Olagboye (2004) [18] and Chigbo (2013) [6] that teachers’ lack of motivation is a big problem to education.

The study also reveals that; insufficient number of qualified BTT, teachers’ lack of competence in aspects of BT outside their area of specialization, lack of commitment by BTT, unwillingness of BTT to conduct practical and inadequate use of workshops were hindrances to high extent. Additionally, poor quality of BTT, inadequate training of BTT, poor attitude of BTT, Incapability of BTT to conduct practical and lack of pedagogical skills were hindrances to moderate extent. In line with this findings, Aina, Odunsanya (2006) and Edobor (2007) noted that there is inadequate human resources in teaching vocational courses. Majasan (1995) [15] opined that if teachers are trained but not catered for, the problem of inadequacy remains unsolved. Also Olagboye (2004) [18] noted that poor remuneration and condition of service reduce teachers’ commitment, and

contribute to teachers' poor attitude and lack of interest in teaching. Again, Bandele and Faremi (2012) ^[5] noted that there was poor condition of service for technical teachers; Duluba and Ekeyi (2013) observed there is inadequate number of skill teachers. However, Ibeneme (1988) ^[14] found that there were enough technical teachers but they needed retraining.

These findings show that there is lack of qualified teachers for basic technology. The available teachers are not satisfied with their condition of service this explains why they are not committed. Their lack of commitment could explain why they are unwilling to conduct practical; probably they use part of their time for other ventures that yield income. Their lack of competence in practical aspect could point to faulty training or the system of education in the country.

Student Related Factors

The study reveals that student factors hinder effective BT. Eight factors constituted hindrance to effective BT education in the zone while four factors hinder effective BT to certain degree. These findings conform to the view of some scholars. Okpala (1986) observed that secondary school students do not show sufficient readiness to take on the challenges of scientific/technological activities. Okpala noted that students avoid it because of snobbery by students of other disciplines; as they don't want to be referred as carpenters, bricklayers etc. Bandele and Faremi (2012) ^[5] found that students had poor attitude towards technology. This hinders effective learning. Adodo and Gbore (2012) ^[2] opined that, at any level, learners will learn better in subjects if they have some degrees of likeness for such subjects.

Conclusion

Based on the findings of this study, it was concluded that, the hindrances to effective Basic Technology are teachers' related factors, students' related factors and inadequate instructional facilities and funding.

Implications of the Findings

One of the findings shows that inadequate motivation of BT teachers constitutes hindrances to effective Basic Technology in the area of the study. This finding is a pointer to what have severally observed by many and well-meaning Nigerians, that technical /technology instructors in the country are basically neglected.

Lack of qualified teachers implies that teachers not trained in the field may be employed to handle the course or the few teachers will be over worked by the excess number of students or the school may skip the subject where it lacks teacher. This will lead to ineffectiveness in teaching basic technology, thereby defeating the goal of technical education.

Unsatisfactory condition of service probably leads to lack of commitment by the technical teachers. This also do not allow effective teaching of technical education. Poor instructional facilities and funding all point to poor and non-motivating learning environment. If this be the case, then the students will not benefit from the rich promises of TVET. As a result the society will continue to experience mass educated but unemployable graduates.

Students' poor attitude and lack of interest implies that no matter how good the instructional process might be, students

will not learn effectively. Also, poor funding and facility means that the learning condition will not be favourable and unattractive to students. Also the teachers will not be effective with lack of tools to implement the curriculum. There are insufficient number of Basic technology teachers in the area and at the same time there is irregular /epileptic power supply to the workshop thus affecting the required skill acquisition by the students. However, there is generally insufficient funding for effective basic technology and even when financial request is made for effective BT, it is not attended to. More so, one of the discouraging factor is the society attitude of neglect over the subject which is generally affecting the students. Since the students look at the subject as one of the less privileged.

Recommendations

Based on the findings of the study, it was recommended that:

1. Effort should be made to improve teachers' condition of service e.g. supporting their in-service training, increasing their salary, or giving them other fringe benefits
2. More universities should be encouraged to introduce training courses for technical teachers and the training should be made flexible to suit serving teachers for in-service training.
3. Seminars and workshops should be organized by organized bodies and institutions of technology for secondary school students to enlighten them about vocational technology education.
4. Government, non-governmental organizations and well-meaning individuals should join hands together to support the funding and provision of instructional facilities for the teaching and learning of basic technology.

Suggestions for Further Studies

Further studies should be done to:

1. Determine best strategies for motivating Basic Technology to be more committed to their professional duty.
2. Determine best strategies for involving NGOs and individuals in the funding and provision of instructional materials for Basic Technology.
3. Determine other factors that could be challenging effective teaching of Basic Technology in Secondary School.

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